

DOCUMENT RESUME

ED 170 456

CE 018 654

AUTHOR Graves, Katie; Moss, Dennis
TITLE Distributive Education. Careers in Marketing. Instructor's Curriculum.
INSTITUTION Missouri Univ., Columbia. Instructional Materials Lab.
REPORT NO DE-19-1
NOTE 150p.; For related documents see CE 018 651-660 ; Parts may not reproduce clearly due to colored background
AVAILABLE FROM Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Career Awareness; Career Ladders; Career Opportunities; *Career Planning; *Distributive Education; *Instructional Materials; Job Skills; Job Training; *Learning Activities; *Marketing; Performance Based Education; Secondary Education

ABSTRACT

Sixteen lesson plans on careers in marketing are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include self-analysis, interest inventory, occupational information, job skills, job progression, personal inventory, career planning. The unit also contains a post-assessment (with answer key) related to the enabling objectives and a unit evaluation (student writes a project report on career goals). (CT)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

Careers In Marketing

INSTRUCTOR'S

Curriculum

distributive education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



10 INDUSTRIAL EDUCATION BUILDING
UNIVERSITY OF MISSOURI COLUMBIA

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

C. K. Laughlin

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ED170456

CE 01P 6534

CAREERS IN MARKETING

Produced by the Instructional Materials Laboratory
University of Missouri-Columbia
Columbia, Missouri
Amon Herd, Director
1-78-200, IML
Catalog Number PE-19-I

CAREERS IN MARKETING

UNIT OUTLINE

I. Time for the unit: Sixteen 55 minute class periods

II. Materials

A. Introduction

B. Objectives

C. Lesson Plan 1

1. Information Sheets

a. 1.01 - Terms and Definitions

b. 1.02 - Consequences of Choosing an Occupation

2. Transparency Master 1.01 - Types of Work Done by
Persons with Different
Educational Backgrounds

D. Lesson Plan 2

1. Information Sheets

a. 2.01 - Terms and Definitions

b. 2.02 - Getting to Know Yourself

2. Transparency Masters

a. 2.01 - Know Yourself

b. 2.02 - Four Faces of You

E. Lesson Plan 3

1. Information Sheets

a. 3.01 - Self-Analysis

b. 2.02 - Getting to Know Yourself

2. Assignment Sheets

a. 3.01 - Personality - How Do I Fit?

b. 3.02 - The Right Attitudes--Do I Have Them?

c. 3.03 - Are You Liked by Others?

d. 3.04 - Strengths and Weaknesses - They're Yours

F. Lesson Plan 4

1. Teacher Reference Sheet 4.01 - Interest Tests
2. Information Sheet 4.01 - Interests

G. Lesson Plan 5

1. Teacher Reference Sheet 5.01 - Data--People--Things
2. Information Sheets
 - a. 2.01 - Terms and Definitions
 - b. 5.01 - Aptitudes and Abilities
 - c. 5.02 - Data, People and Things
3. Assignment Sheets
 - a. 5.01 - Aptitude Checklist
 - b. 5.02 - Matching Your Job and Your Characteristics
 - c. 5.03 - Competence Forms - Profile Analysis
 - d. 5.04 - Self-Evaluation Summary

H. Lesson Plan 6

1. Transparency Masters
 - a. 5.01 - Occupational Areas
 - b. 6.02 - 69 Distributive Occupations in DE Curriculum

I. Lesson Plan 7

1. Teacher Reference Sheet 7.01 - Career Information Sources
2. Information Sheet 7.01 - Distributive Occupational Titles
3. Assignment Sheet 7.01 - Research Survey

J. Lesson Plan 8

1. Teacher Reference Sheet 8.01 - Choosing a Career
2. Information Sheet 8.01 - Select a Goal
3. Assignment Sheet 8.01 - Realistic Career Goals Quiz
4. Assignment Sheet 8.01 Key
5. Transparency Masters
 - a. 8.01 - After Graduation, What?

- b. 8.02 - Choices and Decisions
- c. 8.03 - The Key
- d. 8.04 - Work
- e. 8.05 - Influence and Choice
- f. 8.06 - Fell Into It
- g. 8.07 - Planning
- h. 8.08 - Employment, 1970
- i. 8.09 - Sales Employment
- j. 8.10 - Education Training
- k. 8.11 - More Jobs
- l. 8.12 - Learn to Understand Yourself
- m. 8.13 - Self Profile
- n. 8.14 - Life Style
- o. 8.15 - Salary
- p. 8.16 - Travel
- q. 8.17 - Location
- r. 8.18 - Sacrifice
- s. 8.19 - Narrowing Down the Job Choice
- t. 8.20 - What to Consider in Choosing a Job

K. Lesson Plan 9

1. Assignment Sheets

- a. 9.01 - Career Information
- b. 9.02 - Attitudes and Personality Traits

2. Transparency Masters

- a. 9.01 - Facts About Jobs
- b. 9.02 - What the Job Offers You
- c. 9.03 - Working Conditions
- d. 9.04 - About the Field of Work

L. Lesson Plan 10

1. Teacher Reference Sheet 10.01 - Job Progression

2. Transparency Masters

- a. 10.01 - Transportation and Hardware
- b. 10.02 - Recreation and Home Furnishings
- c. 10.03 - Hotel-Motel and Apparel and Accessories
- d. 10.04 - Food Distribution and Food Services

M. Lesson Plan 11

1. Transparency Masters

- a. 10.01 - Transportation and Hardware
- b. 10.02 - Recreation and Home Furnishings

- c. 10.03 - Hotel-Motel and Apparel and Accessories
- d. 10.04 - Food Distribution and Food Services

N. Lesson Plan 12

- 1. Assignment Sheet 12.01 - Profile Comparison
- 2. Assignment Sheet 12.01 Key

O. Lesson Plan 13

- 1. Information Sheets
 - a. 13.01 - Let's Ask the Question, "Why Work?"
 - b. 13.02 - \$150 a Day at Sixteen
- 2. Assignment Sheet 13.01 - Why Do We Work?
- 3. Assignment Sheet 13.01 Key
- 4. Transparency Master 13.01 - Why Work?

P. Lesson Plan 14

- 1. Information Sheets
 - a. 14.01 - Strike Three and You're Out
 - b. 14.02 - Reasons Why Workers Need to Continue Their Education and Training
 - c. 14.03 - Plan Your Career for a Lifetime
- 2. Transparency Master 14.01 - 20,000 Different Types of Employment

Q. Lesson Plan 15

- 1. Post-Assessment and Key

R. Lesson Plan 16

- 1. Unit Evaluation and Key

LESSON PLAN FORMAT

INTRODUCTION AND OBJECTIVES	BLUE
UNIT OUTLINE	WHITE
PRE ASSESSMENT	BUFF
PRE ASSESSMENT KEY	GREY
LESSON PLANS	YELLOW
INFORMATION SHEETS	PINK
ASSIGNMENT SHEETS	GREEN
TRANSPARENCY MASTERS	WHITE
KEY AND ANSWER SHEETS	GREY
TEACHER REFERENCE SHEETS	BLUE
OPTIONAL ACTIVITIES AND BIBLIOGRAPHY	WHITE
POST ASSESSMENT	BUFF
POST ASSESSMENT KEY	GREY
UNIT EVALUATION	BUFF

CAREERS IN MARKETING

INTRODUCTION

The work we do to earn a living determines our way of life and is the central activity around which we plan our lives.¹ The main purpose of this unit is to assist each of you in selecting a career goal by matching your interests and aptitudes with the performance requirements of the specific career you have chosen within the field of marketing and distribution. You will develop the techniques for career preparation, some of which will be: finding information on your own; learning where to look for resource books; and learning how to locate resource people who can help you plan your future. You will complete learning experiences that will familiarize you with (1) specific training or knowledge needed for the distributive or marketing occupation of your choice; and (2) the process of matching interests, needs and abilities to a realistic career choice. You will be able to look realistically at your career goal now and have the personal experience to make changes in your goals in the future.

¹Jeanne M. Beck, Shirley Schmidt, and Margie Seddon, *Career Education - Orientation to Distributive Occupations*, Instructional Materials Laboratory, University of Missouri-Columbia.

CAREERS IN MARKETING

OBJECTIVES

Terminal Objectives:

- 1.00 Upon completion of this unit the student will select a career goal by matching his or her interests and aptitudes with the performance requirements of a specific career within the field of marketing and distribution. The student must locate and analyze career information.

Enabling Objectives:

- 1.01 Differentiate between a career and a job.
- 1.02 Complete a self-analysis.
- 1.03 Complete a vocational interest survey, such as OVIS, Kuder, Strong, etc.
- 1.04 Explain the three types of aptitudes found in distributive occupations--aptitudes for people, data or things.
- 1.05 List the major areas of employment in the field of marketing and distribution.
- 1.06 List sources of career information.
- 1.07 Choose an occupational area and establish a career goal.
- 1.08 Identify alternatives to your career goal.
- 1.09 Identify the competencies, including attitudes and personality traits, needed for success in your chosen occupation.
- 1.10 Summarize the education and training needed, future employment outlooks, current employment opportunities, wages, mental and physical requirements needed in your chosen career, and advantages and disadvantages of the career.
- 1.11 Prepare a job progression chart showing entry level positions, promotional steps and salary possibilities of each position.
- 1.12 Compare your aptitudes as identified in aptitude tests to your career choice.

- 1.13 Explain why your chosen career is an honorable and respectable profession.
- 1.14 Describe how careers provide social-psychological rewards as well as economic rewards.
- 1.15 Describe how working in one type of business helps a person pursue a career in another business.
- 1.16 Explain why the process of career planning is life-long.

CAREERS IN MARKETING

LESSON PLAN #1

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

- 1.01 Differentiate between a career and a job.

Resources:

1. Unit Introduction
2. Unit Objective
3. Information Sheet 1.01 - Terms and Definitions
4. Information Sheet 1.02 - Consequences of Choosing an Occupation
5. Transparency Master 1.01 - Types of Work Done by Persons With Different Educational Backgrounds
6. Instructions for bulletin board

Teacher Activities:

1. Introduce the unit by lecture using Unit Introduction.
2. Distribute Unit Objectives.
3. Distribute Information Sheet 1.01 - Terms and Definitions.
4. Inform students that all materials given to them in class are to be kept available at all times.
5. Review and discuss the objectives of the unit to be used for evaluation purposes and terms in Information Sheet 1.01. Continue with the discussion begun in the pre-assessment activity. Continue this activity until students can begin to identify careers as opposed to jobs.
6. Distribute Information Sheet 1.02 - Consequences of Choosing an Occupation.
7. After reading aloud the preface of Information Sheet 1.02, lead a discussion of the material given in Information Sheet 1.02. Points to be brought out are how the occupations we choose affect the acquisition of those things for which we work.
8. View Transparency Master 1.01 on the overhead.

9. Use this transparency as a focus for reviewing the various activities. Compare some of the educational background differences in differentiating between *jobs* and *careers*.

10. Make assignment of bulletin board items.

Student Activities:

1. Read and discuss Information Sheet 1.01 - Terms and Definitions.
2. Read and discuss Information Sheet 1.02 - Consequences of Choosing an Occupation.
3. Study Transparency Master 1.01 and review the day's activities.

Assignment: Bulletin board items identifying careers. Students are to search through magazines, newspapers, etc., and collect pictures, photographs, drawings, and illustrations about various careers. Bring to the next class session.

CAREERS IN MARKETING

INFORMATION SHEET 1.01

Terms and Definitions

1. *Job* - A specific duty, role, or function; a task.
2. *Career* - A profession for which one trains and which is undertaken as a permanent calling; a course of continued progress.
3. *Profession* - A calling often requiring specialized knowledge or skills and may require long, intensive, academic preparation.
4. *Occupation* - The principal business of one's life; vocation.
5. *Vocation* - The work in which a person is regularly employed.

CAREERS IN MARKETING

INFORMATION SHEET 1.02

Consequences of Choosing an Occupation

Choosing a career is one of the most important decisions you will make during your lifetime. Have you ever considered the effect this decision will have upon your future? Among other things, it may determine your contribution to society, your standard of living, your friends and associates, your working conditions, your place of residence, the amount of leisure time available to you, your health and happiness and your security in retirement.

Why go to the trouble of choosing a career? Why not just get a job? What are the consequences of choosing an occupation?

As indicated previously, there are a number of factors that should be taken into consideration when selecting an occupation. The following are not the only criteria you need to consider; however, they are important to you and need to be taken into consideration.

WHAT ARE THE CONSEQUENCES OF CHOOSING AN OCCUPATION?

The occupation you choose may determine your contribution to society. Occupations are not only important to individuals; they are equally important to society. Unless workers do their work well, improve their skills and technical knowledge and pass these on to future generations, little social and economic progress can be made.

The occupation you choose may determine your standard of living. Although income is not the only factor to consider when choosing a career, it is one that should receive due consideration. Some occupations require years of training before job entry. Others require less training but may not be as rewarding financially. A person making an occupational decision should remember this.

The occupation you choose may determine your friends and associates. You will probably become friends with those with whom you work. It is natural for people with similar interests to associate with one another.

The occupation you choose will determine your working conditions, which may influence your likes and dislikes of work. "One's job is the watershed down which the rest of one's life tends to flow." This statement stresses the importance of choosing a career that is well-suited to your interests and capabilities. Occasionally people seek a job primarily for the amount of money involved and are unhappy in their work. If they enjoy their work, the opportunities for advancement and success are generally much greater.

The occupation you choose may determine your place of residence. You will probably live in an area which is close to your work. You should remember that your choice of career, and hence your level of income, may influence your place of residence. Some people prefer certain sections of the country, giving this a primary consideration when making a career choice.

The occupation you choose may determine the amount of leisure time available to you. Occupations differ in the amount of leisure time available. Most companies have rather uniform policies concerning vacations. If you are self-employed, as are independent store owners, you may set your own hours.

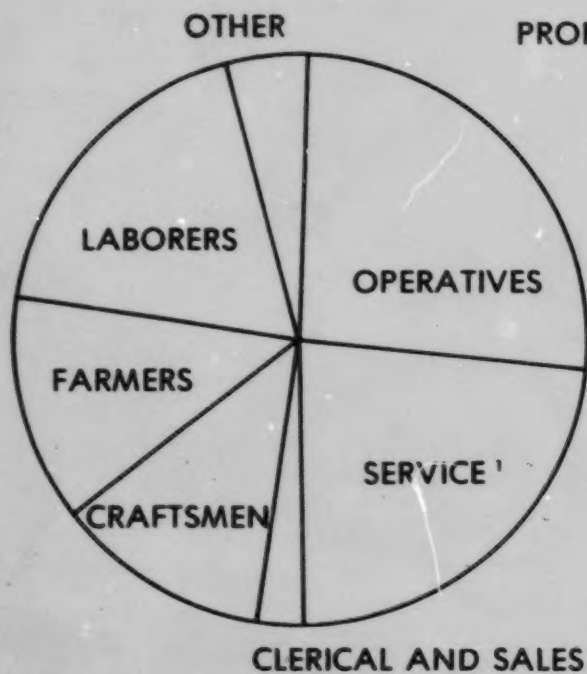
The occupation you choose may determine your security during retirement. It is wise to choose a career that is rewarding and satisfying and provides financial security during retirement.

The occupation you choose may determine your health and happiness. The type of work you do will have a direct bearing on your health. Some occupations require more physical activity than others, while some occupations may tend to be hazardous. Such factors should be considered when making an occupational choice.

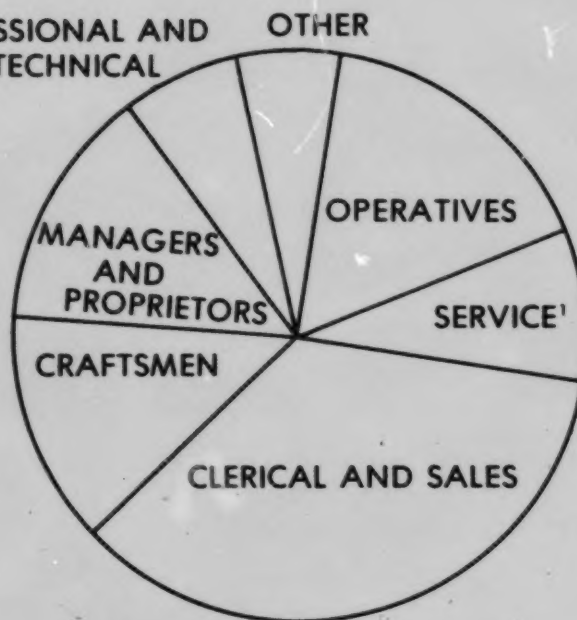
Source: Richard C. Lacy, *Exploring Careers in Business Occupations*, Instructional Materials Laboratory, University of Missouri-Columbia, pp. 7-8.

Types of Work Done by Persons with Different Educational Backgrounds

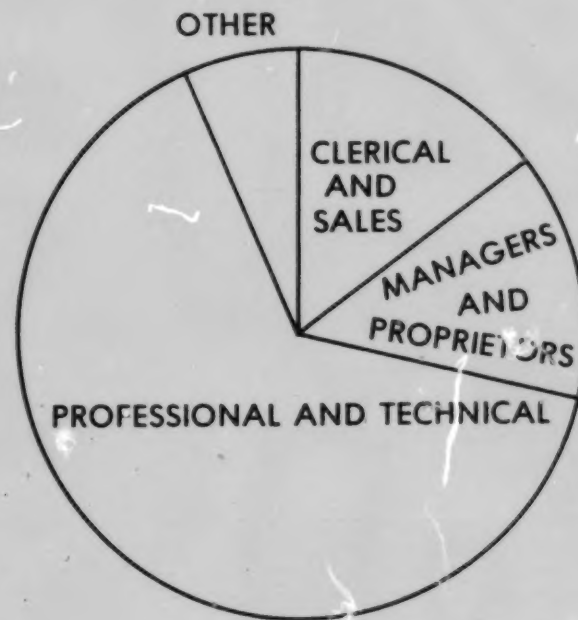
LESS THAN 5 YEARS
OF SCHOOLING



HIGH SCHOOL GRADUATES



COLLEGE GRADUATES



'INCLUDES PRIVATE HOUSEHOLD WORKERS

CAREERS IN MARKETING

LESSON PLAN #2

Time for Lesson: 55 minutes

Objective: After completion of the third lesson, students should be able to:

- 1.02 Complete a self-analysis.

Resources:

1. Information Sheet 3.01 - Self-Analysis
2. Information Sheet 2.01 - Terms and Definitions
3. Transparency Master 2.01 - Know Yourself
4. Transparency Master 2.02 - Four Faces of You
5. Information Sheet 2.02 - Getting to Know Yourself

Teacher Activities:

1. Review Lesson #1 by examining a few of the bulletin board items that were to be brought to class this period. Have student defend his or her choice, according to the item brought as an example of a career, by stating his or her reasons for believing it represents a career area.
2. Give introduction to the lesson lecture from information provided on Information Sheet 3.01 - Self-Analysis.
3. Distribute Information Sheet 2.01 - Terms and Definitions.
4. View Transparency Master 2.01 - Know Yourself.
5. Lead discussion on the Transparency Master 2.01 and Information Sheet 2.01 by bringing up the following points:
 - A. Relate *analysis* to the information you gave the students in your introduction. Stress that they are individuals and need to look at their individual strengths and weaknesses, piece by piece.
 - B. Have students picked at random give what they believe to be their individual aptitudes.
 - C. Individually, call on three or four students and ask them what their interests are. You may get a few "footballs" and "girls" but use these as examples of a different type of interest. In this unit stress those interests relative to employment.

- D. When discussing *abilities*, you may want to call on a few of those individuals that you may know possess specific skills--not necessarily just employable skills, but perhaps musical or athletic.
 - E. Students should realize that their values or those things of importance to them will play an important part in the selection of a career. What are their priorities--money, leisure time, retirement, or other benefits?
 - F. The discussion of *personality* as being the "whole you" can lead into the next activity.
- 6.. Place Transparency 2.02 on the overhead - Four Faces of You.
 7. Point out the four separate faces and briefly discuss what each represents. Be sure to read the comment at the bottom of the Transparency Master.
 8. Turn off the overhead but leave Transparency Master 2.02 in place as you may be referring to it.
 9. Distribute Information Sheet 2.02 - Getting to Know Yourself.
 10. Instruct students to continue with silent reading of Information Sheet 2.02 over to the section entitled "What Kind of Person Are You?"
 - A. Teacher will have to assess the students to determine whether the majority will have completed reading this material by the end of the period with at least 5 minutes left for an assignment to be made.
 - B. If students do complete reading to the assigned page before the end of the period and the time allotted, spend a few minutes discussing what has been read, asking for their reactions to specific cases given in the material.
 11. Make assignment.

Student Activities:

1. Hand in items that were collected for bulletin board assignment. Be prepared to defend your choice as representing a career.
2. Read Information Sheet 2.01 - Terms and Definitions and view Transparency Master 2.01 - Know Yourself.
3. Take part in discussion of material presented in Information Sheet 2.01 and Transparency Master 2.01.

4. View Transparency Master 2.02 - Four Faces of You.
5. Participate in discussion of Transparency Master 2.02.
6. Read Information Sheet 2.02 - Getting to Know Yourself, over to the section entitled, "What Kind of Person Are You?"
7. Take home Information Sheet 2.02 so as to complete the assigned activity.

Assignment:

1. Go over instructions for completing *Rating Myself* on Information Sheet 2.02.
2. Completed handout is to be brought back to the next class session.
3. Remind students that they are responsible for keeping *all* handout materials available at each class session that pertain to this unit.

CAREERS IN MARKETING

INFORMATION SHEET 2.01

Terms and Definitions

1. *Ability* - The quality or state of being able; especially physical, mental or legal power to perform.
2. *Analysis* - An examination of a complex, its elements, and their relations.
3. *Aptitude* - A capacity for learning; an inclination or tendency; a natural ability; talent.
4. *Interest* - A concern, participation in advantage and responsibility.
5. *Personality* - The complex characteristics that distinguish an individual; the totality of an individual's behavior and emotional tendencies (traits, attitudes, or habits).
6. *Value* - To estimate or assign worth according to your priorities. Also to rate in usefulness, importance, or general worth.

CAREERS IN MARKETING

INFORMATION SHEET 2.02

Getting to Know Yourself

The scouts headed for summer camp. George and Bill were amazed at how large an area it encompassed. They were eager to see and meet new friends and to spend a week away from home. However, Bill suddenly discovered he felt like he might get lost or become homesick. George was eager and optimistic and couldn't understand Bill's feeling of being depressed and his negative attitude. George tried to cheer Bill up and suddenly Bill was wondering about himself, why did he feel the way he did? He asked himself, "Why do I look on the negative side of things?"

These are questions we have all asked ourselves at one time or another.

You have attended school for ten or eleven years and studied many subjects, but have you ever studied yourself?

How do You See Yourself?

You know how you look, what you are like, and how you act and your evaluation may be correct. However, you may not see yourself as others see you. Understanding one's self is very difficult. You can study yourself as you would a history or algebra class subject. You can learn what kind of person you are as well as why you do some of the things you do.

In the following exercise you will study *you*. It is an exercise about you, and for you. You are about to analyze information about yourself and discover what you are really like. You may find a new way of looking at yourself and of understanding your feelings.

How Well do You Know Yourself?

You get feelings from your experiences. When someone said "Good job" or "That's right," you felt you did something right. However, not all your experiences are so good. Remember the time when the teacher complained when you couldn't do the math problem on the chalkboard, or when the coach complained about how slow you ran the 100 yard dash? Remember how you really felt? Maybe you knew how to do the math problem but were embarrassed to get in front of the class. Maybe running the 100 yard dash is not what you like to do best. In other activities you may excel, so don't let mistakes get you down. Be positive, not negative.

What Kind of Person are You?

The following activity is a rating scale about you as someone you are acquainted with. There are five areas between two descriptions. You are to check an area as follows:

Easy to get along with _____ Hard to get along with _____

On the above scale if you think you are easy to get along with place an "X" on the line nearest "easy to get along with"; if you are hard to get along with, place an "X" nearest to "hard to get along with"; if you are in the middle place an "X" on the middle line.

I Rate Myself

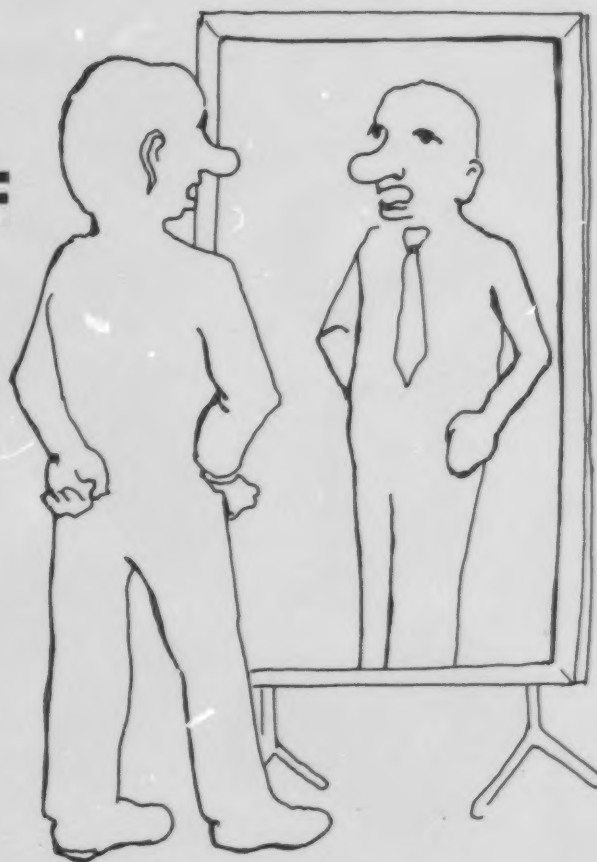
I take my work seriously _____	I am happy-go-lucky.
I study hard _____	I don't study.
I get good grades _____	I get poor grades.
I read a lot _____	I don't read very much.
I'm good at sports _____	I'm poor at sports.
I am a leader _____	I prefer to follow others.
I can take orders _____	I don't like being told what to do.
I am reliable _____	I break promises.
I am generous _____	I'm stingy.
I like adventure _____	I hate to try new things.
I do things quickly _____	I am slow.
I get angry easily _____	I rarely lose my temper.
I stay home most of the time _____	I go out most of the time.
I am considerate of others _____	I am inconsiderate.
I like to be around people _____	I am a loner.
I like to talk _____	I prefer to listen to others.
I make friends easily .. _____	I am shy with strangers.
I am satisfied with my appearance _____	I don't like the way I look.

Now that you have completed your rating scale about yourself, have a friend complete your scale while you complete his or hers. Instead of using another "X" on the form use the letter "Y."

Remember, this exercise is for a comparison to see and examine any difference in answers. Any difference does not necessarily mean you are wrong; it may be a difference of opinion or you may be correct about yourself.

It may be interesting to talk to your friend and discuss the differences, if any.

KNOW YOURSELF



PERSONALITY



VALUES



APTITUDES



ABILITIES



INTERESTS

FOUR FACES OF YOU

TM 2.02

The person
you think you are



The person
you wish you were



The person
others think you are



The person
you really are

WHO AND WHAT YOU ARE

Have you ever wanted to be a movie or television star or a professional athlete? Of course, lots of people experience the same desire, but they sometimes become too serious about it when they have no real aptitude for that particular area. On the other hand others under-rate themselves when they really have more potential than they give themselves credit for having. There are very few STAR roles but thousands of interesting, rewarding positions.

In order to be really satisfied with yourself, the first step you should take is to look at yourself. What do you know? What are your abilities? How can you use your knowledge? And, what do you want to do with your life, that is within reason? This unit will help find answers to some of these questions.

CAREERS IN MARKETING

LESSON PLAN #3

Time for Lesson: 55 minutes

Objective: Complete a self-analysis. (continued from Lesson #2)

Resources:

1. Information Sheet 2.02 - Getting to Know Yourself
2. Assignment Sheet 3.01 - Personality - How Do I Fit?
3. Assignment Sheet 3.02 - The Right Attitudes--Do I Have Them?
4. Assignment Sheet 3.03 - Are You Liked by Others?
5. Assignment Sheet 3.04 - Strengths and Weaknesses - They're Yours
6. Information Sheet 3.01 - Self-Analysis

Teacher Activities:

1. It might prove helpful to you to know how many of your students are familiar with or have done some type of self-analysis and to determine if they know what is meant by "self-analysis."
 - A. Question as to how many have done some type of self-analysis prior to this time.
 - B. How many know what is meant by self-analysis?
 - C. For those who indicated they have done some of this type of work you will probably want to know:
 1. What type of instrument was used?
 2. Who administered the instrument?
 3. What did you learn about yourself as a result of your participation?
2. Ask students to refer to Information Sheet 2.02 - Getting to Know Yourself, which had been distributed in the previous class period.
3. Read the final paragraph of Information Sheet 2.02 aloud.

4. Direct the students to complete the activity by comparing, silently, the friend's rating with their own. This is to be kept by student for future reference. Discuss any drastic differences that might have occurred on student's sheet.
5. Distribute Assignment Sheets 3.01 - Personality - How Do I Fit? and 3.02 - The Right Attitudes--Do I Have Them?
6. Go over instructions for completing these assignment sheets with students.
7. Assist students in determining their individual scores.
8. Direct students to keep Assignment Sheets 3.01 and 3.02 for future reference.
9. Distribute Assignment Sheet 3.03 - Are You Liked by Others?
10. Assignment Sheet 3.03 is designed to help students see themselves as others may see them.
 - A. Go over instructions for Assignment Sheet 3.03.
 - B. Direct students to complete Assignment Sheet 3.03.
 - C. Assist students in scoring and interpreting results.
11. Make the assignment - Assignment Sheet 3.04 - Strengths and Weaknesses - They're Yours.

Student Activities:

1. Have Information Sheet 2.02 from previous day available and completed.
2. Study results of the two evaluations made on Information Sheet 2.02 and if there is a wide variation on a particular item, discuss it with the group. Try to determine why this discrepancy may have occurred.
3. Complete Assignment Sheets 3.01 and 3.02.
4. Score and examine the results of those rating scales with the aid of the teacher.
5. Complete Assignment Sheet 3.03.
6. Score Assignment Sheet 3.03.
7. Complete assignment.

Assignment: Completion of the written evaluation of information obtained on the various rating scales due at the end of the next class period. Assignment Sheet 3.04, Strengths and Weaknesses--They're Yours.

CAREERS IN MARKETING

INFORMATION SHEET 3.01

Self-Analysis

Each and every one of us as a person is different. We have different strengths, weaknesses, abilities, interests, ambitions, talents and attitudes.

We must work with what we possess and try to get the most out of our abilities and do less with our weaknesses. Build your career using your strengths, your interests and your abilities.

Analyze yourself and discover what you really are, not what you think you are. Seek assistance and guidance that you may not possess and make your choices from some of these answers.

Self-understanding and a self-appraisal is needed before you should select a career. You as an individual must make a career decision on the information available to you.

CAREERS IN MARKETING

ASSIGNMENT SHEET 7.01

Personality - How Do I Fit?

Listed below are traits you are expected to possess in order to succeed in competition with other people.

Use the following scoring:

Excellent	=	10 points
Superior	=	8 points
Medium or Average	=	6 points
Inferior	=	4 points
Poor	=	2 points

Score yourself:

- ___ 1. Gracious or Sociable: Smiles, likes companionship
- ___ 2. Civil, Courteous: Has polished manners, respectful, considerate
- ___ 3. Cooperative: A willingness and ability to work with others
- ___ 4. Orderly: Arranged in some order or pattern, keep things in place
- ___ 5. Adaptable: Can adjust to different situations and places
- ___ 6. Ambitions: Desires to achieve a goal or advancement
- ___ 7. Considerate: Thoughtful of the rights and feelings of others
- ___ 8. Dependable: Follows rules and regulations; can be trusted to follow through on a given project
- ___ 9. Enthusiastic: Inspiration or strong excitement of one's feeling for what he or she is doing
- ___ 10. Upright or Honest: Fairness and straight-forwardness; refuses to lie for any reason
- ___ 11. Initiative: Introduces new ideas, makes suggestions, uses time wisely

- ___ 12. Sense, Judgment: Forms opinions or evaluation by comparing facts
- ___ 13. Loyalty: Speaks well of school and business; believes in what is being done; observes rules and regulations
- ___ 14. Self-confident: Believes in own powers and ability
- ___ 15. Patience: Very seldom complains; steadfast despite opposition

If you scored 6 or less on any of the 15 traits scored, you need improvement on those traits.

CAREERS IN MARKETING

ASSIGNMENT SHEET 3.02

The Right Attitudes--Do I Have Them?

All occupations require certain attitudes of their workers. Without these you may not succeed when competing with other people.

Rate yourself on the following using this point scale:

Excellent = 10 points
Superior = 8 points
Medium = 6 points
Inferior = 4 points
Poor = 2 points

- ___ 1. On time and in attendance regularly
- ___ 2. Usually neat, clean and makes a good appearance
- ___ 3. Cooperative
- ___ 4. Well-organized and plans work
- ___ 5. Dependable
- ___ 6. Uses equipment with care
- ___ 7. Can communicate well with others
- ___ 8. Wants to succeed and is ambitious
- ___ 9. Gets along well with others
- ___ 10. Interested and enthusiastic about work
- ___ 11. Loyal to work and friends
- ___ 12. Exercises good judgment
- ___ 13. Concerned with pride in the quality of work you produce
- ___ 14. Well-informed about your responsibilities and job duties
- ___ 15. Show initiative in what you do
- ___ 16. Realize quantity of work is needed in producing goods of quality

KEY: Improvement is needed on those answers you scored 6 or less. Class participation is invited in discussion of answers.

CAREERS IN MARKETING

ASSIGNMENT SHEET 3.03

Are You Liked by Others?

Answer all questions "yes" or "no."

- _____ 1. Do you always keep promises?
- _____ 2. Do you smile easily?
- _____ 3. Do you like to gossip?
- _____ 4. Are you witty in a sarcastic manner?
- _____ 5. Do you laugh at other's mistakes?
- _____ 6. Are you a "people reformer"?
- _____ 7. Are you suspicious of people's motives?
- _____ 8. Do you put down people who have a different political or other belief than you?
- _____ 9. If someone is in need of help, do you give that help cheerfully?
- _____ 10. Are you critical when you feel someone is at fault?
- _____ 11. Do you mind your own business most of the time?
- _____ 12. Do you borrow things from other people?
- _____ 13. Are you ill at ease with strangers?
- _____ 14. Do you avoid talking about yourself most of the time?
- _____ 15. Do you correct others when they make mistakes?
(English, etc.)
- _____ 16. Do you keep personal problems to yourself?
- _____ 17. Do you give others compliments and praise?
- _____ 18. Do you feel at ease with strangers?
- _____ 19. Do you talk badly about others when they are not around?
- _____ 20. Do you gain attention by topping a remark made by another person in a conversation?

Score yourself using the following:

5 points for each answer that is correct.

1. yes
2. yes
3. no
4. no
5. no
6. no
7. no
8. no
9. yes
10. no
11. yes
12. no
13. no
14. yes
15. no
16. yes
17. yes
18. yes
19. no
20. no

If your score is below 70 you need improvement.

CAREERS IN MARKETING

ASSIGNMENT SHEET 3.04

Strengths and Weaknesses--They're Yours!

Have you discovered the "real you" yet? You probably know yourself a little better now than ever before. Doing the following assignment will help you even more on your road to knowing yourself.

Use the result from your Information Sheet 2.02 and Assignment Sheets 3.01, 3.02 and 3.03.

1. Write a report on the following:
 - a. Three strengths you listed on your rating sheet.
 - b. Two weaknesses you listed on your rating scale.
 - c. List the areas that varied in scoring.

CAREERS IN MARKETING

LESSON PLAN #4

Time for Lesson: Depending upon the type of interest inventory given:

- A. Review of previous day's activities--10 minutes.
- B. Administration of interest inventory--time will depend upon the type given--remainder of this period and probably most of a second.

Objective: After completion of this lesson, students should be able to:

- 1.03 Complete a vocational interest survey, such as OVIS, KUDER, STRONG, etc.

Resources:

- 1. Student assignments from Lesson Plan #3: Assignment Sheet 3.04
- 2. Teacher Reference Sheet 4.01 - Interest Tests
- 3. Information Sheet 4.01 - Interests
- 4. Interest Inventory provided by Guidance Counselor

Teacher Activities:

- 1. Spend approximately 10 minutes reviewing the previous day's assignment.
 - A. Collect all papers.
 - B. Share select items from various papers as to findings from the assignment.
- 2. Distribute Information Sheet 4.01 - Interests.
- 3. Take approximately five minutes and have students read and discuss this Information Sheet a paragraph at a time.
- 4. Introduce the Guidance Counselor and assist in administering the interest inventory that was chosen or was available.

- A. As an alternative to this, if your students have all had an interest inventory prior to this time, you might simply consider obtaining the individual results for the student to place in the folders for use at a later date.
- B. If the test is not completed in this first class session, or if it is the type that is checked by the student in class, then a second class period would simply take up where the first left off.
- C. If all is completed early during the second period, lead a discussion on some of the items given on the test.

Student Activities:

- 1. Return Assignment Sheet 3.04.
- 2. Read Information Sheet 4.01 and discuss.
- 3. Take the interest inventory.
- 4. If it is the self-scoring type of inventory, check and discuss.

Assignment: None

CAREERS IN MARKETING

TEACHER REFERENCE SHEET 4.01

Interest Tests

If possible, students should take a standardized interest inventory. Following is a list of tests you could investigate if your school does not administer an interest test as part of its regular testing program.

1. Kuder Tests:

There are two Kuder Tests: *Kuder Form C, Vocational Preference Record*, and *Kuder Form E, General Interest Survey*. The Kuder is the test used most often by high schools. Information may be obtained from:

Science Research Associates, Inc.
257 East Erie Street
Chicago, Illinois 60611

2. OVIS - Ohio Vocational Interest Survey:

This test is more comprehensive than the Kuder, but also more expensive. Information may be obtained from:

Test Department
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

3. The State Department of Elementary and Secondary Education, Guidance Department, has initiated a Missouri Student Needs Survey, which basically is developing guidance objectives and priorities. But this could also be adapted for finding out about students' interests. For information contact either:

Missouri Statewide Testing Service
307 South Fifth
Columbia, Missouri 65201

OR

Guidance Services Section
Missouri State Department of Elementary and
Secondary Education
Jefferson City, Missouri 65101

4. The Missouri Employment Service will give Kuder to seniors free of charge, plus the General Aptitude Test Battery. The Armed Forces Career Battery, Vocational Aptitude Battery Service, which projects a profile for the armed forces, can be given by one of the service representatives if you contact them. It might be restricted to juniors or seniors, though. Also any student, again usually a senior, can contact a university with an adult counseling program, and obtain a series of tests and career guidance based upon these tests. The charges vary greatly among the different colleges. Any test should be administered and interpreted by the counseling department in your school.

Source: Jeanne M. Beck, Shirley Schmidt, and Margie Seddon, *Career Education - Orientation to Distributive Occupations*. Instructional Materials Laboratory, University of Missouri-Columbia, pp. 146-147.

CAREERS IN MARKETING

INFORMATION SHEET 4.01

Interests

If you like baseball you will enjoy playing or watching baseball games. If you like drama you will enjoy acting and studying to excel in a play. You will exert all your energy in something you like to do, whereas if you are not interested you will have to put forth more energy and concentration to get the same amount of work done. You are interested in something you like to do--it's as simple as that. If you dislike something, you are not interested in it.

Once you obtain new experiences your interests may change. For example, if you have never played a card game known as bridge, you probably are not interested in it. Only after you have had the experience of playing bridge could you say whether or not you are interested. So interests are learned; they are from experience.

Abilities dictate whether or not you can do something, and your aptitude determines whether or not you can do it. Abilities, aptitudes and interests determine your success or failure in whatever you do.

Determining your interests and what occupational choice they apply to can lead to a healthful, happy career.

CAREERS IN MARKETING

LESSON PLAN #5

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

- 1.04 Explain the three types of aptitudes found in distributive occupations--aptitudes for people, data or things.

Resources:

1. Information Sheet 2.01 - Terms and definitions (for review)
2. Teacher Reference 5.01 - Data--People--Things
3. Information Sheet 5.01 - Aptitudes and Abilities
4. Information Sheet 5.02 - Data, People and Things
5. Assignment Sheet 5.01 - Aptitude Checklist
6. Assignment Sheet 5.02 - Matching Your Job and Your Characteristics
7. Assignment Sheet 5.03 - Competence Forms--Profile Analysis
8. Assignment Sheet 5.04 - Self-Evaluation Summary

Teacher Activities:

1. Review meaning of the term *aptitude* from Information Sheet 2.01.
2. Introduction
 - A. Read Section I from Teacher Reference Sheet 5.01 - Data--People--Things.
 - B. As you mention data, people, things and combinations, write them on the chalkboard in such a manner as to be able to use them as headings for lists of items.
 - C. Review what has just been read and use examples such as those given in Section II of Teacher Reference Sheet 5.01 to start the lists on the chalkboard.
3. Divide students into 4 groups identifying each group as (1) data, (2) people, (3) things, and (4) combinations.
 - A. Have each group identify as many types of jobs in their category as they can within a five-minute time period.

- B. Have each group select a moderator who is responsible for listing their contribution to the proper list on the chalkboard.
4. Distribute Information Sheet 5.01 - Aptitudes and Abilities and Information Sheet 5.02 - Data, People and Things.
 - A. Various items from these two handouts can be compared to those items listed on the chalkboard.
 - B. Have students apply a few of the items listed on Information Sheet 5.01 (verbal meaning, numerical skill, etc.) to the chalkboard list.
5. Distribute Assignment Sheet 5.01 - Aptitude Checklist.
6. Instruct students to check their first and second choices and give the reason in writing at the bottom of the sheet. Call on two or three students and have them report aloud on their selections and reasons why.
7. Distribute Assignment Sheet 5.02 - Matching Your Job and Your Characteristics.
8. Instruct students to read instructions and complete the Assignment Sheet.
9. Discuss some of the points that the students should be noticing.
10. Assignment: Distribute Assignment Sheets 5.03 and 5.04 and read instructions aloud.

Student Activities:

1. Participate in review of terms.
2. Participate in small group activity of identifying occupations about people, data, or things.
3. Read Information Sheet 5.01 - Aptitudes and Abilities.
4. Read Information Sheet 5.02 - Data, People and Things.
5. Complete Assignment Sheet 5.01 - Aptitude Checklist.
6. Read instructions to and complete Assignment Sheet 5.02 - Matching Your Job and Your Characteristics.
7. Take part in discussion comparing results of Assignment Sheet 5.01 and Assignment Sheet 5.02.
8. Take Assignment Sheet 5.03 and 5.04.

Assignment:

1. Assignment Sheet 5.03 is to be completed by contacting the individuals specified. Students would be expected to use information they have determined about themselves to date in completing this evaluation form.

2. The Summary of Your Self-Evaluation sheet given out as Assignment Sheet 5.04 is to be completed as soon as the student has collected the information required for Assignment Sheet 5.03.
3. Both forms are due by the next class period.

CAREERS IN MARKETING

TEACHER REFERENCE SHEET 5.01

Data--People--Things

- I. Besides the work activity which seems interesting to you, think about whether you would prefer to work mainly with data, people, things, or combinations of these. If you like working with numbers, symbols, and ideas, you might enjoy a career in which you would work with *data* (information). If you enjoy the company of others and tend to feel lonely and unhappy when left alone for more than an hour or two, you would probably prefer to work where you are in the company of other people. You probably would not enjoy being a forest ranger or a lighthouse keeper! If you would rather spend an evening alone building a model than go to a party with friends, you might like a job where you work alone. You might enjoy working with "things."

In some kinds of work, you would deal with only one of these--data, people, or things. In many careers, you would deal with a combination of data and people, data and things, or people and things. Some careers involve all three: data, people, and things.

- II. If you enjoy working with data but also like working with people, you might like such occupations as:

- Advertising Copy Writer
- Lawyer
- Play Director

If you like working with data and things, but prefer to work alone or with only one or two others, these occupations might appeal to you:

- Research Biologist
- Interior Decorator
- Engineer

If you like to be in the company of or come in contact with people, and you also like working with things, you might enjoy such jobs as:

- Salesperson
- Dental Hygienist
- Public Relations Representative

If you like working with data, people and things, these jobs might interest you:

- Office Manager
- Teacher
- Librarian

The above occupations are only examples of the relationship of data, people and things. You must select your interests and your own career from thousands of opportunities available in the world of work.

Source: Grady Kimbrell and Ben S. Vineyard, *Succeeding in the World of Work*, 2nd edition, Bloomington, Illinois: McKnight Publishing Company, 1975, pp. 84-85.

CAREERS IN MARKETING

INFORMATION SHEET 5.01

Aptitudes and Abilities

A. Aptitudes

1. Strengths and weaknesses must be considered in determining careers.
2. Aptitudes are activities that are easy for you to complete.
3. The Department of Labor has classified jobs into three broad aptitudes:
 - a. Data
 - b. Dealing with people
 - c. Handling things
4. To determine the kinds of aptitude you possess is to deal with your performance. For example, you may like to work alone rather than with people.
5. Your degree of aptitude is determined by measuring your performance with that of the average performance of what you are doing.
6. Liabilities and physical make-up influence the degree of aptitude for things, people and data. Some jobs you presently know about, but there are others you know nothing about.
7. Mental make-up affects ability to work with things, people and data. Examples are:
 - a. Ability to write and speak
 - b. Ability to solve problems logically
 - c. Ability to understand ideas from words
 - d. Ability to recall experiences
 - e. Ability to work with numbers
8. Talent is a natural aptitude. Developing your talents will pay off in better job success. If you can express yourself maybe you could be a baseball announcer or television newscaster; if you are good at drawing, maybe a commercial artist.

CAREERS IN MARKETING

INFORMATION SHEET 5.02

Data, People and Things

Do you prefer to work with data, people or things? Carefully review and appraise your values; both are important to your selection of a career in terms of job satisfaction and job success.

1. High score on the social value scale
 - A. Contact with other people (Salesperson)
2. Low score on the social value scale
 - A. Work alone
 - B. Work with data
 - C. Work with things

Boring and routine work are caused by not making use of your abilities and aptitudes. Using your strengths makes you happiest at what you are doing. These strengths may be either mental or physical.

See your counselor about the aptitude tests that are available for you to take.

CAREERS IN MARKETING

ASSIGNMENT SHEET 5.01

Aptitude Checklist

Frustration is a direct result of working in a job for which you do not have the necessary skills or aptitudes.

The government states "aptitudes are broken into three main areas." These are: (1) People, (2) Data and (3) Things.

After careful consideration of your attitudes toward each or a combination of the above aptitude areas, (1) indicate your first and second choices and (2) state your reasons for your selections.

CAREERS IN MARKETING

ASSIGNMENT SHEET 5.02

Matching - Your Job and Your Characteristics

Circle the following broad interest categories that apply to you:

Social science

Scientific

Outdoor

Mechanical

Persuasive

Artistic

Circle the following needs that apply to you:

Helping others

Prestige jobs

Working with people

Working with things

Working with ideas

Outdoor work

High paying jobs

Circle the aptitude areas you are developed in:

Creative

Mechanical

Artistic

Mathematical

Musical

Physical

Verbal

Look over the items you have circled above. Compare those in needs with those in the other two areas. From the blackboard choose the jobs that might fit you. Choose three and identify them according to whether they are: people, data, things, or a combination of any two or all.

CAREERS IN MARKETING

ASSIGNMENT SHEET 5.03

Competence Forms - Profile Analysis

A. Complete the following forms as follows:

1. Guidance Counselor
2. Employer or friend
3. Two teachers
4. Complete yourself

Use a separate form for each one of the persons mentioned above.

NAME	Outstanding	Above Average	Average	Below Average	Needs Improvement	Inferior
Character						
Personality						
Physical Make-up						
Temperament						
Intelligence						
Determination						
Aptitudes Data						
People						
Things						

Check the most appropriate box.

CAREERS IN MARKETING

ASSIGNMENT SHEET 5.04

Self-Evaluation Summary

Answer the following questions in essay form.

1. Aptitudes concern working with data, people or things, or any combination of the three. What is your strongest aptitude and what are the reasons that helped you reach your conclusion?
2. List your strongest and weakest competencies as of this day. (Specify, using the terms of character, personality, determination, aptitudes, intelligence and physical make-up.)
3. State the weak competencies you could improve, and how.
4. In terms of the competencies you now possess, are your interests realistic? Explain.

CAREERS IN MARKETING

LESSON PLAN #6

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

- 1.04 Explain the three types of aptitudes found in distributive occupations--aptitudes for people, data or things. (continued) and
- 1.05 List the major areas of employment in the field of marketing and distribution.

Resources:

- 1. Student assignment from Lesson Plan #5
- 2. Transparency Master 6.01 - Occupational Areas
- 3. Transparency Master 6.02 - 69 Distributive Occupations in DE Curriculum

Teacher Activities:

- 1. Discuss some of the findings on Assignment Sheets 5.03 and 5.04. Collect assignment.
- 2. Divide students into groups of three and have them list as many of the major areas of employment in marketing and distribution as they can think of in a short time.

In group discussion, compare how many each group has listed. Have the one with the most names read their list aloud. Other groups should compare for those they might have that are not mentioned or variations, etc.

- 3. Monitor report of the groups.
- 4. Place Transparency Master 6.01 on the overhead.
- 5. Have students compare pre-assessment list with this.
- 6. Place Transparency Master 6.02 on the overhead.
- 7. Again discuss the many different occupations to choose from in DE.

Student Activities:

- 1. Participate in group discussion.
- 2. Discuss Transparency Master 6.01.
- 3. Discuss Transparency Master 6.02.

Assignment: None

OCCUPATIONAL AREAS

Advertising Services

Apparel and Accessories

Automotive

Finance and Investment

Floristry

Food Distribution

Food Services

General Merchandise

**Hardware, Building Materials, Farm and Garden
Supplies, and Equipment**

Home Furnishings

Hotel and Lodging

Industrial Marketing

Insurance

International Trade

Personal Services

Petroleum

Real Estate

Recreation and Tourism

Transportation

Retail Trade, other

Wholesale Trade, other

Distribution, other

SIXTY-NINE DISTRIBUTIVE OCCUPATIONS IN THE DE CURRICULUM

TM 6.02

DEPARTMENT STORE

Salesperson
Professional Salesperson
Buyer
Stockperson
Department Manager
Receiving Clerk
Assistant Receiving Manager
Receiving Manager

Assistant Buyer
Credit Interviewer
Assistant Credit Manager
Credit Manager
Display Helper
Assistant Display Manager
Display Manager
Advertising Manager

FOOD STORE

Head Grocery Clerk
Grocery Clerk
Assistant Manager
Store Manager
Head Cashier

HOTEL/MOTEL

Room Clerk
Reservation Manager
Purchasing Agent
Assistant Manager
Manager
Night Auditor
Bellman
Bell Captain
Service Superintendent
Chef
Catering Manager
Executive Housekeeper
Sales Manager
Building Superintendent
Recreation Director

RESTAURANT

Cashier
Assistant Manager
Manager
Busboy
Waiter/Waitress
Head Waiter
Hostess

SERVICE STATION

Attendant
Assistant Station Manager
Station Manager (Dealer)

VARIETY STORE

Salesperson
Commissioned Salesperson
Checkout Cashier
Buyer
Marker
Stockroom Supervisor
Section Manager
Assistant Store Manager
Service Desk
Office Clerk
Head Cashier/Bookkeeper
Personnel Manager

WHOLESALE

Salesman
Route Salesman and/or
Vending Machine Specialist
Sales Manager
Buyer
Head Buyer
Merchandiser
Order Selector
Receiving/Shipping Supervisor
Warehouse Manager

CAREERS IN MARKETING

LESSON PLAN #7

Time for Lesson: 55 minutes

Objective: After the completion of this lesson, students should be able to:

- 1.06 List sources of career information.

Resources:

1. Teacher Reference Sheet 7.01 - Career Information Sources
2. Assignment Sheet 7.01 - Research Survey
3. Information Sheet 7.01 - Distributive Occupational Titles

Teacher Activities:

1. Read Teacher Reference Sheet 7.01 on resources.
2. Make decision about student research on sources.
3. Distribute Assignment Sheet 7.01 - Research Survey
4. Assign small groups of students to begin research.
 - A. If the resource center has been set up in your room, allow as many as can to utilize the center at one time.
 - B. If students are to visit libraries, guidance office, etc., divide into workable groups for each area.
 - C. Instruct students to make notes on types of information and names of sources they find.
 - D. Students should return to classroom or to their seats 20 minutes before the end of the period.
5. Make a list on the chalkboard of the sources that students have found.
6. Distribute Information Sheet 7.01 - Distributive Occupational Titles.
7. Explain what the numbers such as 0.401 represent used with MOTIS.
8. Explain how this handout can be useful in locating career information.

Student Activities:

1. Read Assignment Sheet 7.01 - Research Survey.
2. List career information sources and type of information they seem to provide.
3. Discuss sources with the group.
4. Examine Information Sheet 7.01 - Distributive Occupational Titles.

Assignment: None

CAREERS IN MARKETING

TEACHER REFERENCE SHEET 7.01

Career Information Sources

- I. For this lesson it will be necessary for the teacher to do some advance research. The teacher will need to survey his or her own community for career information sources to see what is available.

It would be most helpful if these materials or reference books could be collected and placed in a resource center within the DE classroom. If this is not possible, then arrangements should be made so that students might have access to them.

Some of the sources that might be checked out as possibly having career information are: the school library, the public library, guidance office, local employment office and your own DE library.

- II. The following is a partial listing of some of the various career information sources. It can, of course, be added to by the teacher to include any additional sources that may be found during the local survey.

Dictionary of Occupational Titles (D.O.T.) 3rd ed.

U.S. Office of Education (USOE) Handbook

Missouri Vital Information for Employment and Work

Career Briefs

Job Family Series (SRA)

Newspapers

Trade or Business Periodicals

Occupational Outlook Handbook (U.S. Department of Labor,
Bureau of Statistics)

State Unemployment Office

Trade Unions

Business Establishments

CAREERS IN MARKETING

ASSIGNMENT SHEET 7.01

Research Survey

There are many different sources available on careers. Use the resources available to you (library, DE classrooms, etc.). List as many sources of career information as you can find.

Note the types of information available that each contains.

CAREERS IN MARKETING

INFORMATION SHEET 7.01

Distributive Occupational Titles

0.401 ADVERTISING SERVICES

Organized subject matter and learning experiences related to planning, development, placement and evaluation tasks performed by distributive employees and management personnel in demand creation and sales promotion activities utilizing displays, merchandising aids, and mass media in such enterprises as advertising agencies, display houses, retail and wholesale establishments, and production industries.

Occupational Titles

ADVERTISING LAY-OUT MAN
PRODUCTION MANAGER, ADVERTISING
MANAGER, DISPLAY
BUYER, TIME AND SPACE
DIRECT-MAIL SPECIALIST
MANAGER, ADVERTISING
DIRECTOR, ADVERTISING
MANAGER, ADVERTISING AGENCY
DIRECTOR, MERCHANDISING DISPLAYS AND SPECIALISTS
DEPARTMENT
DEALER-CONTACT MAN
PUBLIC PROGRAM SUPERVISOR
SALES-SERVICE MAN
COUNTER CLERK
SALESMAN, TRADING STAMPS
LEASEMAN
SALESMAN, ART
SALESMAN, SIGNS AND DISPLAYS
SALESMAN, ADVERTISING
SALESMAN, SIGNS
DECORATOR
ADVERTISING-DISPLAY ROTATOR
SAMPLE DISTRIBUTOR CREW SUPERVISOR
SAMPLE DISTRIBUTOR
ATTENDANT, TRAVELING DISPLAY
SIGN WRITER, HAND

0.402 APPAREL AND ACCESSORIES

Organized subject matter and learning experiences related to the variety of sales, fashion, coordination, and sales-supporting tasks performed by distributive employment and management personnel in retail and wholesale establishments primarily engaged in selling clothing of all kinds, including related articles for personal wear and adornment.

Occupational Titles

FASHION COORDINATOR
SAMPLE GIRL
SALESPERSON, ORTHOPEDIC SHOES
SALESMAN, FOOTWEAR
SALESMAN, MEN'S AND BOYS' CLOTHING
SALESMAN, UNIFORMS
SALESMAN, WOMEN'S AND GIRLS' APPAREL
SALESPERSON, CORSETS
SALESPERSON, FASHION ACCESSORIES
SALESPERSON, FURS
SALESPERSON, MEN FURNISHING
SALESPERSON, SHOES
SALESPERSON, INFANTS AND CHILDREN'S WEAR
SALESPERSON, MEN'S AND BOYS' CLOTHING
SALESPERSON, MILLINERY
SALESPERSON, WOMEN'S GARMENTS
SALESMAN, LEATHER GOODS
SALESMAN, TEXTILE DESIGNS
SALESMAN, SHOE LEATHER AND FINDINGS
SALESMAN, JEWELRY AND OPTICAL GOODS
SALESPERSON, JEWELRY
FUR-STORAGE CLERK

0.403 AUTOMOTIVE

Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail, wholesale, and service establishments engaged in selling, renting, storing or caring of cars and trucks, and in selling automotive parts, accessories and equipment.

Occupational Titles

SPARE-PARTS FIELD REPRESENTATIVE
SERVICE MANAGER
MANAGER, STORAGE GARAGE
MANAGER, VEHICLE LEASING AND RENTAL
SERVICE-MANAGEMENT SPECIALIST
SALESMAN, HOUSE TRAILERS
SALESMAN, MOTOR VEHICLES AND ACCESSORIES
SALESPERSON, PARTS

CAR LOCATOR
APPRAISER, AUTOMOBILE
AUTOMOBILE-REPAIR-SERVICE SALESMAN
CAR-WASH SUPERVISOR
DISPATCHER, CAR RENTAL
CAR-RENTAL CLERK

0.404 FINANCE AND CREDIT

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in deposit banking and related services, extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

Occupational Titles

BROKER-AND-MARKET OPERATOR, GRAIN
BROKER'S FLOOR REPRESENTATIVE
FOREIGN-EXCHANGE TRADER
RESERVE OFFICER
SECURITIES TRADER
SUPERVISOR, CREDIT UNION
CREDIT ANALYST
BROKERAGE CLERK
NEW-ACCOUNTS TELLER
SAFE-DEPOSIT CLERK
SALESMAN, FINANCIAL SERVICE
SALESMAN, INVESTMENT AND TAX COUNSELING SERVICE

0.405 FLORISTRY

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged in selling floral arrangements; cut flowers, growing plants, artificial plants, and related items for ornamental use.

Occupational Title

SALESMAN, FLORIST SUPPLIES

0.406 FOOD DISTRIBUTION

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food product at wholesale.

Occupational Titles

BROKER
COMMISSION MAN, LIVESTOCK
COMMISSARY MAN
MANAGER, DOUGHNUT SHOP
CASHIER, COURTESY BOOTH
CHECKER, BAKERY PRODUCTS
COMMISSION MAN, AGRICULTURAL PRODUCTS
SALESMAN, LIVESTOCK
SALESMAN, FOOD PRODUCTION
GROCERYMAN, JOURNEYMAN
SALESPERSON, FOOD
BUYER
PEDDLER
ROUTE SUPERVISOR
SALESMAN-DRIVER
SALESMAN-DRIVER HELPER
DEPARTMENT HEAD, SUPERMARKET

0.407 FOOD SERVICES

Organized subject matter and learning experiences related to the sales and sales-supporting tasks performed by distributive employees and management personnel in establishing service prepared foods and drinks for consumption on their own premises or at a place designated by the customer.

Occupational Titles

MANAGER, FOOD CONCESSION
MANAGER, LIQUOR ESTABLISHMENT
FOOD CHECKER
SALESMAN, HOTEL AND RESTAURANT EQUIPMENT AND SUPPLIES
COIN-VENDING-MACHINE COLLECTOR
WINE STEWARD
STEWARD

0.408 GENERAL MERCHANDISE

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel engaged primarily in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores and catalog houses.

Occupational Titles

BUYER, ASSISTANT
MANAGER, STORE
MANAGER, MERCHANDISE
DIRECTOR, SERVICE
JUNIOR EXECUTIVE
MANAGER, TRAINEE
MARKER
COLLECTOR
ADJUSTMENT CLERK
SALES-CHECK WRITER
NEW-ACCOUNT CLERK
SALESPERSON, YARD GOODS
SALESPERSON, COSMETICS AND TOILETRIES
SALESPERSON, CHINA AND GLASSWARE
SALESPERSON, SILVERWARE
SALESPERSON, GENERAL
SALESPERSON, FLYING SQUAD
SALES ATTENDANT
SALES CLERK
AUCTIONEER
PERSONAL SHOPPER
COMPARISON SHOPPER
MANAGER, DEPARTMENT
BRIDAL, CONSULTANT

0.409 HARDWARE, BUILDING MATERIALS, FARM AND GARDEN SUPPLIES AND EQUIPMENT

Organized subject matter and learning experiences related to various sales and sale-supporting tasks performed by distributive employees and management-personnel in establishments engaged primarily in selling one or more of the following product lines at retail, at wholesale, or to contractors: hardware, paint, wallpaper, lumber, building materials, supplies and equipment for home construction, or farm garden supplies and equipment.

Occupational Titles

MANAGER, SERVICE DEPARTMENT
CONTRACT CLERK
SALESMAN, BUILDING AND CONSTRUCTION EQUIPMENT AND SUPPLIES
SALESMAN, CONSTRUCTION MACHINERY
SALESMAN, HARDWARE SUPPLIES
SALESPERSON, GENERAL HARDWARE
SALESMAN, CATTLE AND POULTRY FOOD SUPPLEMENTS
SALESMAN, DAIRY SUPPLIES
SALESMAN, FARM AND GARDEN EQUIPMENT AND SUPPLIES
SALESMAN, POULTRY EQUIPMENT AND SUPPLIES
SALESMAN, TRACTOR AND FARM EQUIPMENTS
SALESPERSON, LAWN AND GARDEN EQUIPMENT AND SUPPLIES
YARDMAN

0.410 HOME FURNISHINGS

Organized subject matter and learning experiences related to various sales supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home furnishings, such as furniture, household appliances, floor coverings, draperies, and lines of home items.

Occupational Title

SECOND-HAND FURNITURE DEALER
APPLIANCE-SERVICE SUPERVISOR
APPRAISER, FURNITURE
SALESMAN, UPHOLSTERY AND FURNITURE REPAIR
FLOOR-COVERING ESTIMATOR
SALESMAN, CUSTOM DRAPERY
SALESMAN, FLOOR COVERINGS
SALESMAN, HOUSE FURNISHING
SALESPERSON, CURTAIN AND DRAPERY
SALESPERSON, FURNITURE
SALESMAN, GAS-OR-ELECTRIC APPLIANCES
SALESMAN, RADIO AND TELEVISION APPLIANCES
DRAPERY AND UPHOLSTERY ESTIMATOR
FURNITURE INSPECTOR

0.411 HOTEL AND LODGING

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging, lodging and meals, convention facilities, and other services on a year-round basis to the general public or to an organization's membership.

Occupational Titles

MANAGER, RESIDENT
MANAGER, FRONT OFFICE
MANAGER, TRAVELING
MANAGER, CONVENTION
TRAVEL CLERK
SALES REPRESENTATIVE
MANAGER, LODGING FACILITIES
MANAGER, BOARDING HOUSE
BELL CAPTAIN
SUPERINTENDENT, SERVICE
RECEIVING-ROOM CLERK
ATTENDANT, LODGING FACILITIES
COUPLE, LODGING FACILITIES
CLUB BOY
CHECKROOM ATTENDANT

65

0.412 INDUSTRIAL MARKETING

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishing market potentials and selling goods and services to business and institutional buyers for use in their operations.

Occupational Titles

MANAGER, SALES
MANAGER, UTILITY SALES AND SERVICE
MANAGER, BRANCH
MANAGER, INDUSTRIAL ORGANIZATION
MANAGER, TECHNICAL SERVICE
SALESMAN, INDUSTRIAL RELATIONS
SALESMAN, BUSINESS SERVICES
SALESMAN, PRINTING
SALESMAN, WEATHER FORECASTING SERVICE
SALESMAN, CANVAS PRODUCTS
SALESMAN, PAPER AND PAPER PRODUCTS
SALESMAN, PRESSURE-SENSITIVE TAPE
SALESMAN, CHEMICALS AND DRUGS
SALESMAN, PLASTIC PRODUCTS
SALESMAN, RUBBER GOODS
SALESMAN, ABRASIVES
SALESMAN, FOUNDRY AND MACHINE SHOP PRODUCTS
SALESMAN, METALS
SALESMAN, WIRE ROPE
SALESMAN, MACHINERY
SALESMAN, LUBRICATING EQUIPMENT
SALESMAN, RADIOGRAPHIC INSPECTION SERVICES
SALESMAN, SAFETY EQUIPMENT
SALESMAN, TEXTILE MACHINERY
SALESMAN, ULTRASONIC EQUIPMENT
SALESMAN, WELDING EQUIPMENT
SALESMAN, COMMUNICATION EQUIPMENT
SALESMAN, PRINTING SUPPLIES
SALESMAN, BOTTLES AND BOTTLING EQUIPMENT
SALESMAN, CHURCH FURNITURE AND EQUIPMENT
SALESMAN, CORDAGE
SALESMAN, OFFICE MACHINES
SALESMAN, SCHOOL EQUIPMENT AND SUPPLIES
SALESMAN, COMMERCIAL EQUIPMENT AND SUPPLIES
SALESMAN, DENTAL AND MEDICAL EQUIPMENT
SALESPERSON, SURGICAL APPLIANCES
SALESMAN, MEDICAL EQUIPMENT AND SUPPLIES
SALESMAN, VETERINARIAN SUPPLIES
SALESMAN, PRECISION INSTRUMENTS
SALESMAN, ENGINEERING SUPPLIES
MANUFACTURER'S REPRESENTATIVE
SALESMAN, CONTAINERS
SALESMAN, RELIGIOUS SUPPLIES
SALESMAN, GENERAL

0.416 PETROLEUM

Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail or wholesale establishments engaged in the distribution of petroleum products.

Occupational Titles

MANAGER, CONTRACTS
FIELD REPRESENTATIVE
MANAGER, BULK PLANT
MANAGER, STORE
MANAGER, LEASING
LEASEMAN
PERMIT AGENT GEOPHYSICAL PROSPECTING
SALESMAN, OIL FIELD SUPPLIES AND EQUIPMENT
DISPATCHER, OIL
AUTOMOBILE-SELF-SERVE-SERVICE-STATION ATTENDANT

0.417 REAL ESTATE

Organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.

Occupational Titles

MANAGER, INDUSTRIAL DEVELOPMENT
MANAGER, FRANCHISE PROMOTION
PROPERTY-RENTAL-AGENT
MANAGER, HOUSING PROJECT
MANAGER, PROPERTY
MANAGER, RENTAL DEPARTMENT
MARKET MASTER
SUPERINTENDENT, BUILDING
RIGHT-OF-WAY AGENT
REAL-ESTATE-LOCATION WRITER
BUILDING CONSULTANT
MEMORIAL COUNSELOR
SALES REPRESENTATIVE

0.418 RECREATION AND TOURISM

Organized subject matter and learning experiences related to the variety of sales-counseling, and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in providing

amusement, recreation, entertainment, recreational supplies and equipment, or travel services. This instructional program is also assigned for employees and management personnel engaged in other travel service business who assume responsibilities for stimulating the local economy through tourism.

Occupational Titles

CAMERA GIRL
SALESMAN, PIANO AND ORGAN
SALESPERSON, SHEET MUSIC
SALESMAN, NOVELTIES
SALESMAN, PUBLICATIONS
SALESPERSON, PETS AND SUPPLIES
SALESPERSON, STAMPS OR COINS
SALESMAN, CLUB MEMBERSHIP
DIRECTOR, RECREATION
SALESMAN, MUSICAL INSTRUMENTS AND ACCESSORIES
DIRECTOR, RECREATION CENTER
SALESPERSON, PHOTOGRAPHIC EQUIPMENT AND SUPPLIES
SALESMAN, AMUSEMENT AND SPORTING GOODS
SALESMAN, HOBBIES AND CRAFTS
SALESPERSON, SPORTING GOODS
DIRECTOR, HOBBY SHOP
BUSINESS AGENT
ADVANCE MAN

0.419 TRANSPORTATION

Organized subject matter and learning experiences related to the physical movement of people, personal effects and products, and the sales, storing, and sales-supporting tasks performed by distributive employees and management personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation.

Occupational Titles

AIRPLANE STEWARDESS, CHIEF
DIRECTOR, TRANSPORTATION
DISTRICT SALES REPRESENTATIVE
MANAGER, REGIONAL
SUPERINTENDENT, AIRPORT
DISPATCHER, CHIEF
GENERAL AGENT, OPERATIONS
MANAGER, BUS TRANSPORTATION
DRIVER SUPERVISOR
RAILWAY-EXPRESS AGENT
BAGGAGE-AND-MAIL AGENT
RESERVATION CLERK
DOCUMENTATION SUPERVISOR

SUPERVISOR, TICKET SALES
 SCHEDULE ANALYST
 RESERVATIONS AGENT
 AIRPLANE-DISPATCH CLERK
 ROAD SUPERVISOR
 DISPATCHER, BUS AND TROLLEY
 TICKET AGENT
 MATERIALS-HANDLING FOREMAN
 MATERIAL HANDLER
 MANAGER, LOCKER PLANT
 MANAGER, TRAFFIC
 MANAGER, WAREHOUSE
 PORT-TRAFFIC MANAGER
 STATION MASTER
 SUPERINTENDENT, COLD STORAGE
 SUPERINTENDENT, DIVISION (air trans.)
 SUPERINTENDENT, DIVISION (motor trans; r.r. trans.)
 SUPERINTENDENT, PIPE LINES
 SUPERINTENDENT, TRANSPORTATION
 TOLL COLLECTOR
 RATE CLERK
 TRAFFIC AGENT
 CRATING-AND-MOVING ESTIMATOR
 SALESMAN, MATERIAL-HANDLING EQUIPMENT
 SALESMAN, AIRCRAFT
 SALESMAN, AIRCRAFT EQUIPMENT AND PARTS
 SALESMAN, BOATS AND NAUTICAL EQUIPMENT
 SALESMAN, MARINE SUPPLIES
 SALESMAN, RAILROAD EQUIPMENT AND SUPPLIES
 PORTER, PULLMAN
 AIRPLANE STEWARDESS
 BUS HOSTESS
 HOSTESS, TRAIN
 BAGGAGEMAN

0.420 RETAIL TRADE, OTHER

Include here other organized instructional programs and learning experiences, emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged in selling merchandise purchased for resale to customers for personal, household, business or farm use, which are not listed above. (Specify)

Occupational Titles

SOLICITOR
 SALES CLOSER
 LABORER, STORES

0.421 WHOLESALE TRADE, OTHER

Include here other instructional programs and learning experiences emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in places of business engaged primarily in selling goods to retailers, industrial, commercial, institutional and professional users, or bringing buyer and seller together, which are not listed above. (Specify)

Occupational Titles

WHOLESALE
SALESMAN, DRESS TRIMMINGS
SALESMAN, FUEL

0.499 DISTRIBUTION EDUCATION, OTHER

Include here other organized instructional programs and learning experiences, emphasized in marketing functions performed by employees, managers and/or proprietors in establishments engaged in selling products or providing services to individuals and business establishments, which are not classifiable as either retail or wholesale in nature and function. (Specify)

Occupational Title

SALES-DEVELOPMENT CLERK
SALESMAN, PROTECTIVE SERVICE
SALESMAN, PEST CONTROL SERVICE
SALESMAN, SOFT-WATER SERVICE

CAREERS IN MARKETING

LESSON PLAN #8

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

- 1.07 Choose an occupational area and establish a career goal.
- 1.08 Identify alternatives to their career goal.

Resources:

- 1. Teacher Reference Sheet 8.01 - Choosing a Career
- 2. Transparency Master 8.01 - After Graduation, What?
- 3. Transparency Master 8.02 - Choices and Decisions
- 4. Transparency Master 8.03 - The Key
- 5. Transparency Master 8.04 - Work
- 6. Transparency Master 8.05 - Influence and Choice
- 7. Transparency Master 8.06 - Fell Into It
- 8. Transparency Master 8.07 - Planning
- 9. Transparency Master 8.08 - Employment, 1970
- 10. Transparency Master 8.09 - Sales Employment
- 11. Transparency Master 8.10 - Education Training
- 12. Transparency Master 8.11 - More Jobs
- 13. Transparency Master 8.12 - Learn to Understand Yourself
- 14. Transparency Master 8.13 - Self Profile
- 15. Transparency Master 8.14 - Life Style
- 16. Transparency Master 8.15 - Salary
- 17. Transparency Master 8.16 - Travel
- 18. Transparency Master 8.17 - Location
- 19. Transparency Master 8.18 - Sacrifice
- 20. Assignment Sheet 8.01 - Realistic Career Goals Quiz
- 21. Key to Assignment Sheet 8.01

Teacher Activities:

- 1. Lecture using reference sheet, Choosing a Career, and use Transparency Masters 8.01 through 8.18 as discussion points.
- 2. Distribute Assignment Sheet 8.01 - Realistic Career Goals Quiz.
- 3. Instruct students to complete the assignment.
- 4. Check handout response.
 - A. Allow students to check own response.

- B. Ask for student comments; do they agree with some of the statements?

Student Activities:

1. Take part in class discussion.
2. Complete Assignment Sheet 8.01.

Assignment: None

CAREERS IN MARKETING

TEACHER REFERENCE SHEET 8.01

Choosing a Career

- I. Transparency Master 8.01 - After Graduation, What? This transparency master can start you off on a quick review of how the student's activities during the past few days or class periods are getting them ready to start making some choices as to their prime career goal and some alternatives.

Just briefly discuss Transparency Masters 8.02 through 8.07, putting stress on Transparency Master 8.07.

- II. The next group of transparency masters will deal with a few facts that might play a part in the choice the student makes. Transparency Master 8.08 gives a brief look at the employment situation in the 1970's, as also does Transparency Master 8.09. Transparency Masters 8.10 and 8.11 stress the importance of some type of training in a specific career in order to compete in the employment market of the future.
- III. In looking at Transparency Masters 8.10 through 8.18, just refresh students' memories of the things that they have already done to help them understand themselves.

CAREERS IN MARKETING

ASSIGNMENT SHEET 8.01

Realistic Career Goals Quiz

Answer by encircling "T" for true, "F" for false.

- | | | | |
|---|---|-----|---|
| T | F | 1. | Desire is the second most important factor for job success. |
| T | F | 2. | To be fulfilled in a job one should not always experience a sense of competition. |
| T | F | 3. | Personal characteristics are sometimes the cause of getting one job but also getting fired from another job. |
| T | F | 4. | You cannot possibly estimate whether or not you prefer to work with people, things, ideas, or any combination of these. |
| T | F | 5. | You can accurately choose an occupation more satisfying if you know your verbal and math ability. |
| T | F | 6. | A job should meet 75% of your personal needs in order for you to feel happy. |
| T | F | 7. | Your work has little or no influence on your overall satisfaction with life. |
| T | F | 8. | Not many employers will hire a person because they like his or her personality. |
| T | F | 9. | At age 16 most students have set realistic career goals. |
| T | F | 10. | An example of one type of challenge would be a realistic career goal. |
| T | F | 11. | Personality is not an important consideration for a realistic career goal. |
| T | F | 12. | You must be interested in and have an aptitude for a realistic career goal. |
| T | F | 13. | Interest is all that is necessary to be successful in a career. |
| T | F | 14. | Planning and choosing their work makes people happier than those who do not plan their careers. |
| T | F | 15. | Interests, qualifications and personality have no bearing on what kind of career you should investigate. |

CAREERS IN MARKETING

KEY TO ASSIGNMENT SHEET #8.01

1. F
2. T
3. T
4. F
5. T
6. F
7. F
8. F
9. F
10. T
11. F
12. T
13. F
14. T
15. F



After

GRADUATION

WHAT?

Choices and Decisions



WHAT WILL I DO?

DO I WANT TO GO TO COLLEGE?

WHAT ABOUT MILITARY SERVICE?

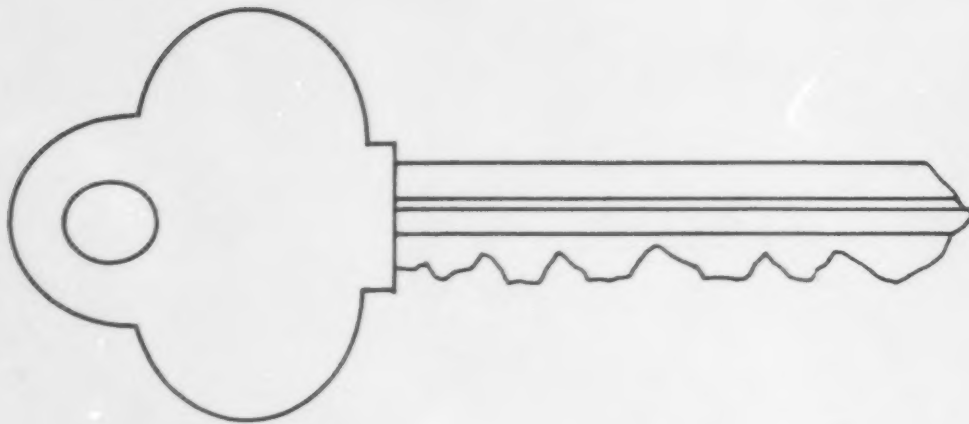
WHAT TRAINING WILL I NEED?

**WHAT ABOUT MARRIAGE
AND A FAMILY?**

WHERE WILL I LIVE?

The Key to Decision Making is ...

KNOWLEDGE

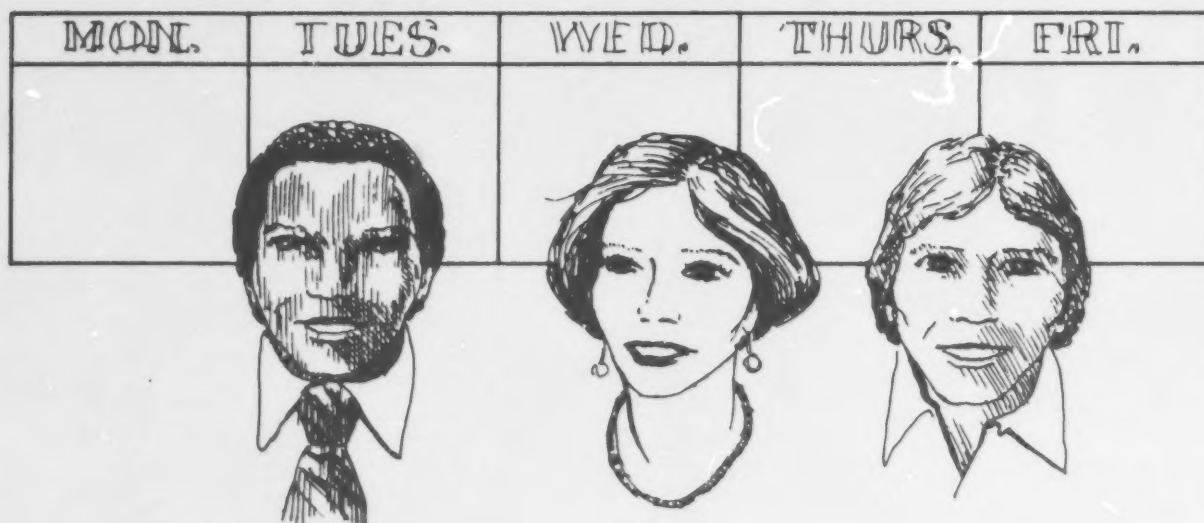


KNOW YOURSELF
KNOW YOUR CHOICES

WORK

**WILL BE THE MAJOR ACTIVITY
OF YOUR LIFE . . .**

FOR THE REST OF YOUR LIFE!



10,000 DAYS "ON THE JOB"

● THE KIND OF WORK YOU DO WILL

INFLUENCE YOUR LIFE

IN MANY WAYS

SO...

● IT IS IMPORTANT THAT YOU
PREPARE FOR A CAREER BY

CHOICE

NOT CHANCE

● A MAJORITY OF
TODAY'S WORKERS
JUST
FELL
INTO



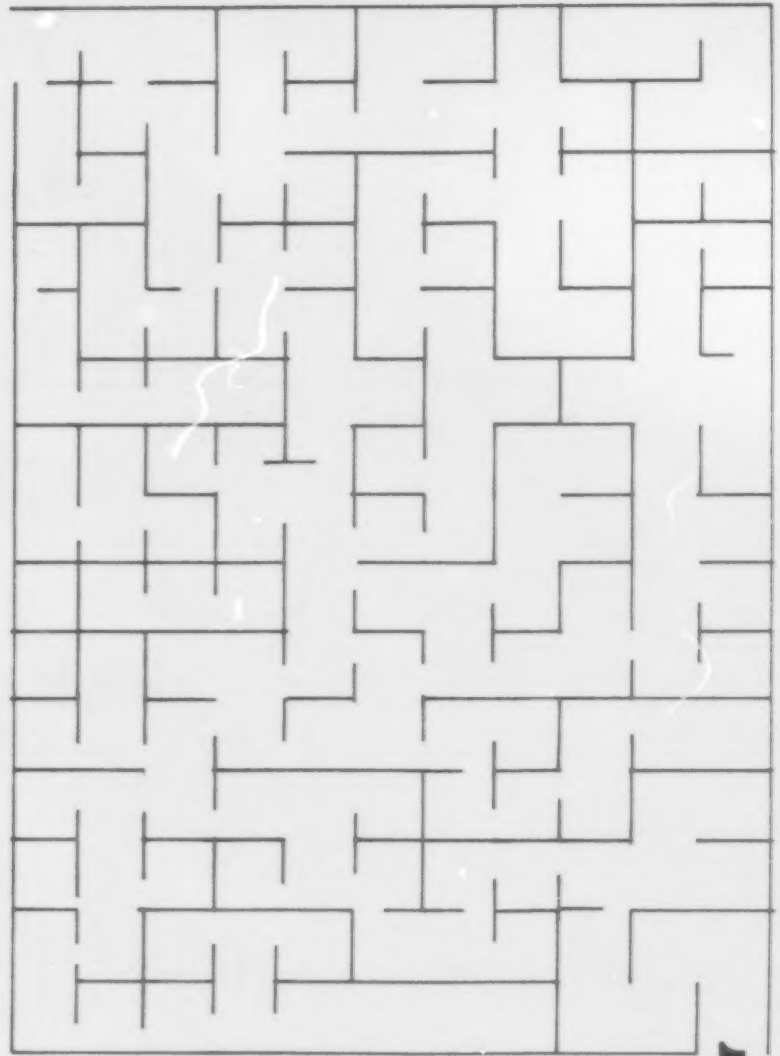
THE KIND OF WORK THEY DO...

● WITHOUT MAKING
ANY SPECIAL PLANS

THEY TOOK A JOB JUST BECAUSE
IT WAS

"TIME TO GET A JOB"

**PLANNING
MAKES
THE
DIFFERENCE**



IT IS UP TO YOU!



Employment in Major Occupational Groups, by Sex

millions of workers, 1970

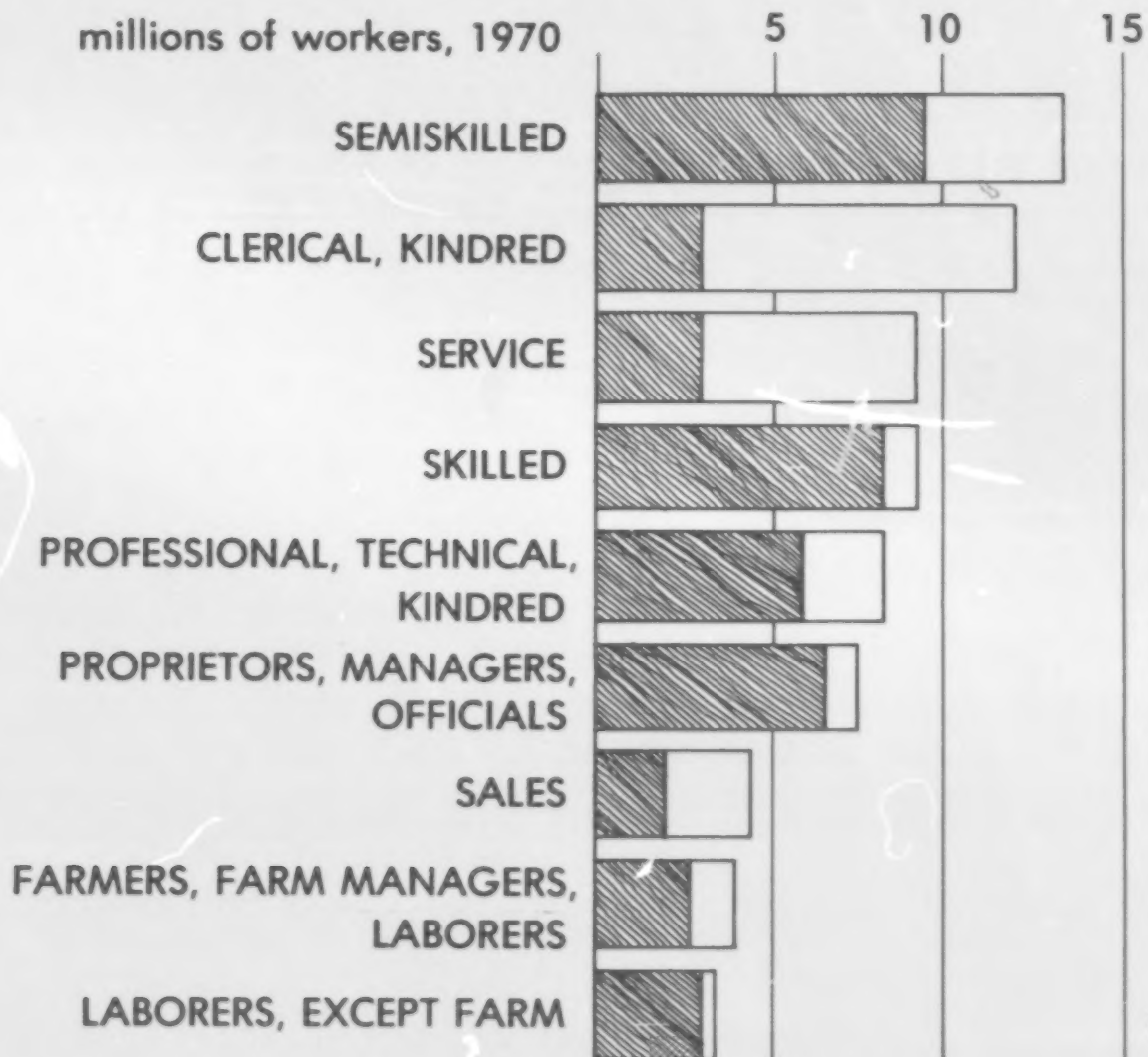
115



MALE



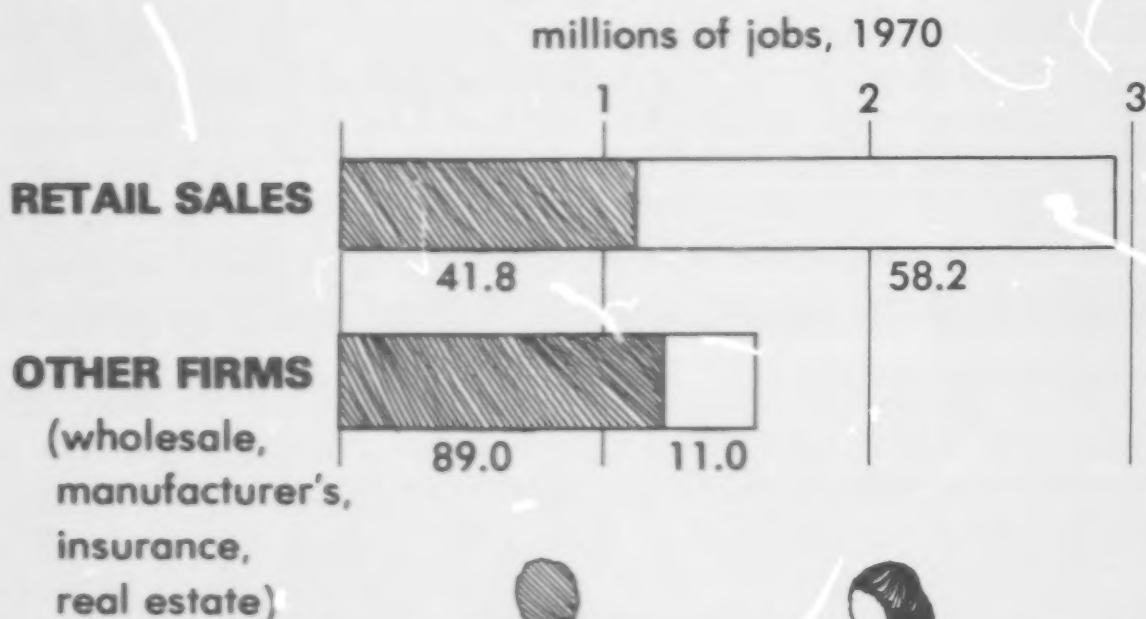
83 **FEMALE**



84

TM 8.08

SALES WORK OFFERS MANY EMPLOYMENT OPPORTUNITIES FOR MEN AND WOMEN



about one-fourth of
salespeople work
part-time



MALE



FEMALE

11%

**OF ALL JOBS REQUIRE
A COLLEGE DEGREE**

85%

**OF ALL JOBS REQUIRE
TECHNICAL TRAINING**

ONLY

04%

**OF ALL JOBS ARE FOR
UNTRAINED
(Unskilled workers)**

More jobs will require extensive education and training

SCHOOL YEARS
COMPLETED
(MEDIAN) 1970

PERCENT CHANGE IN EMPLOYMENT

-20% -10 0 10 20 30 40 50%

16.3

PROFESSIONAL
TECHNICAL, KINDRED

10.8 8.9
11.3

SERVICE, PRIVATE HOUSEHOLD
AND OTHER

12.5

CLERICAL, KINDRED

12.6

PROPRIETORS
MANAGERS, OFFICIALS

11.7

SKILLED

12.5

SALES

10.6

SEMISKILLED

9.5

NONFARM LABORERS

8.8

FARMERS, FARM MANAGERS

NO CHANGE

121

TM 8.11

88

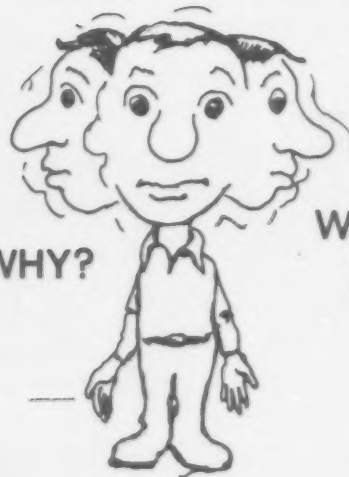
87

FIRST . . .

LEARN TO UNDERSTAND

YOURSELF

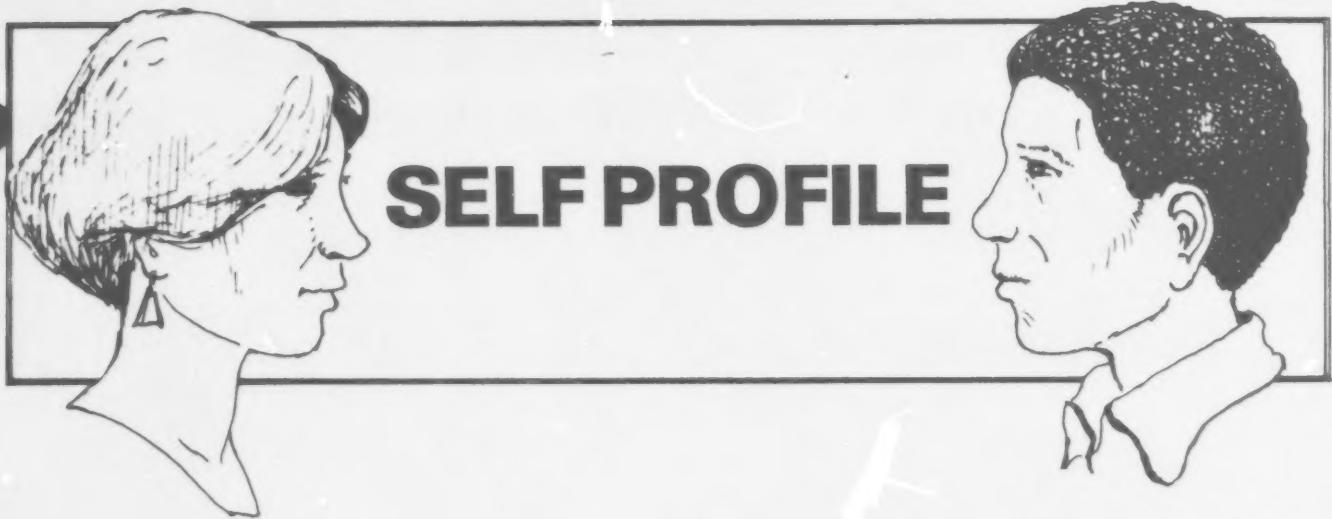
CHANCES ARE
WHAT YOU LIKE TO DO
IS WHAT YOU DO BEST!



IF YOU LIKE SPORTS. . . WHY?

WHAT COURSES DO YOU
LIKE OR DISLIKE?

HOW DO YOU CHOOSE YOUR HOBBIES?



SELF PROFILE

WHAT ARE YOUR VALUES?

WHAT ARE YOUR INTERESTS?

**WHAT ARE YOUR
ABILITIES AND APTITUDES?**

**HOW ABOUT SPECIAL SKILLS,
TALENTS, EXPERIENCES?**

**HOW DO YOU GET ALONG
WITH OTHER PEOPLE?**

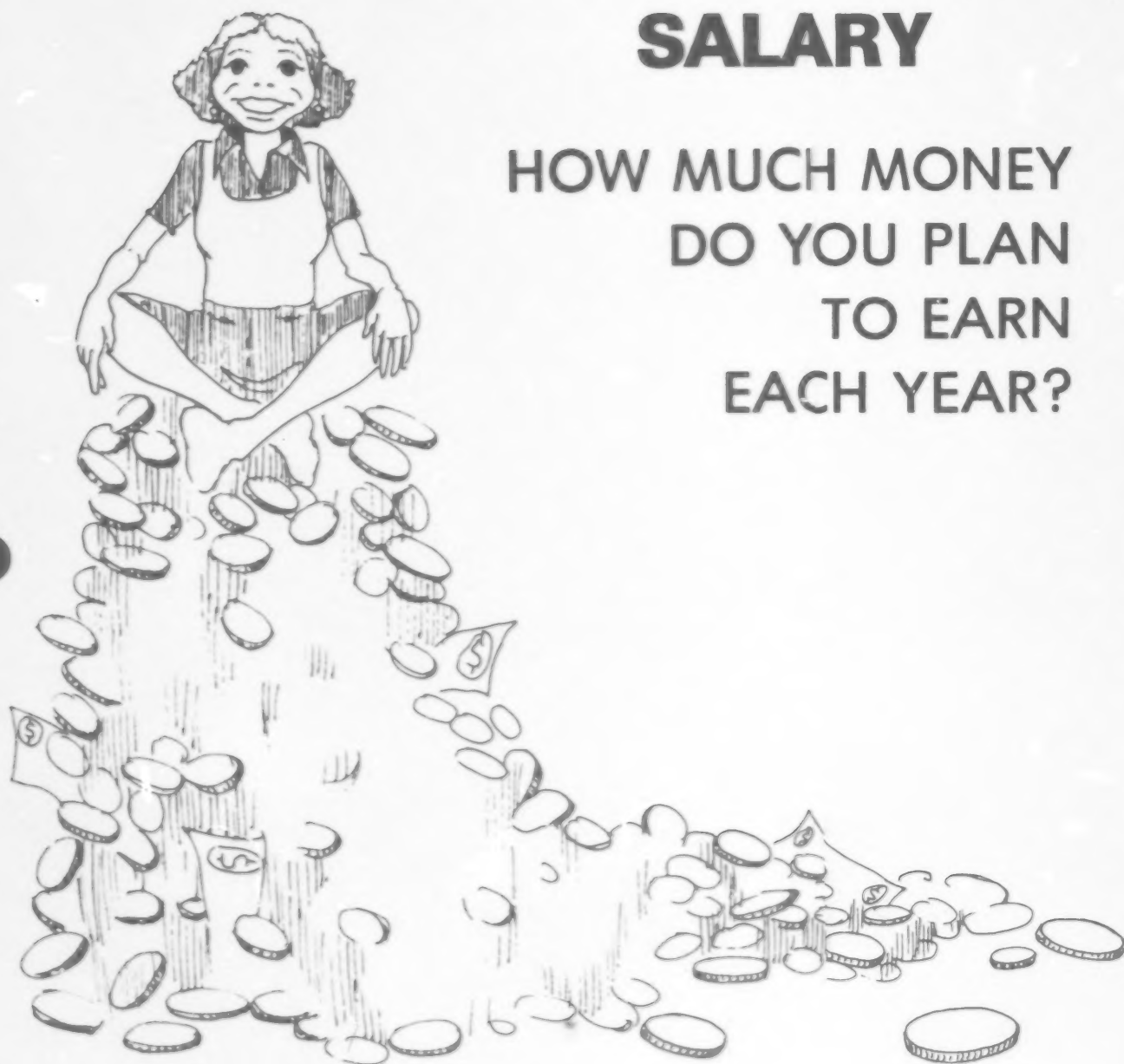
What can you decide about your desired life style?



SHORT TERM AND LONG TERM

SALARY

**HOW MUCH MONEY
DO YOU PLAN
TO EARN
EACH YEAR?**



TRAVEL

WILL YOUR JOB SELECTION PROVIDE
OR ALLOW FOR TRAVEL?



WHERE DO YOU PREFER TO LIVE?



CITY

NORTH-SOUTH

EAST-WEST

SMALL TOWN



What will you need to have in terms of education, training, and/or experience to attain your career choice?

What sacrifices of time, money, and personal effort will you have to make in order to obtain these things?

Are you willing to, and can you afford to make these sacrifices?

CAREERS IN MARKETING

LESSON PLAN #8

Time for Lesson: Day #2--55 minutes

Objectives: After completion of this lesson, students should be able to:

- 1.07 Choose an occupational area and establish a career goal.
- 1.08 Identify alternatives to their career goal.

Resources:

1. Transparency Master 8.19 - Narrowing Down the Job Choice
2. Transparency Master 8.20 - What to Consider in Choosing a Job
3. Information Sheet 8.01 - Select a Goal
4. File of previous information sheets, assignment sheets, etc.

Teacher Activities:

1. Display Transparency Master 8.19 - Narrowing Down the Job Choice.
2. Review items it lists.
3. Display Transparency Master 8.20 - What to Consider in Choosing a Job.
4. Consider items listed.
5. Distribute and discuss Information Sheet 8.01 - Select a Goal.
6. Instruct students to remove from their file folders information sheets and assignment sheets from past lessons as follows: (Write numbers of the following on the chalk board.)
 - a. Information Sheet 2.02
 - b. Assignment Sheet 3.01
 - c. Assignment Sheet 3.02
 - d. Assignment Sheet 5.01
 - e. Assignment Sheet 5.02
 - f. Assignment Sheet 5.03
 - g. Assignment Sheet 7.02

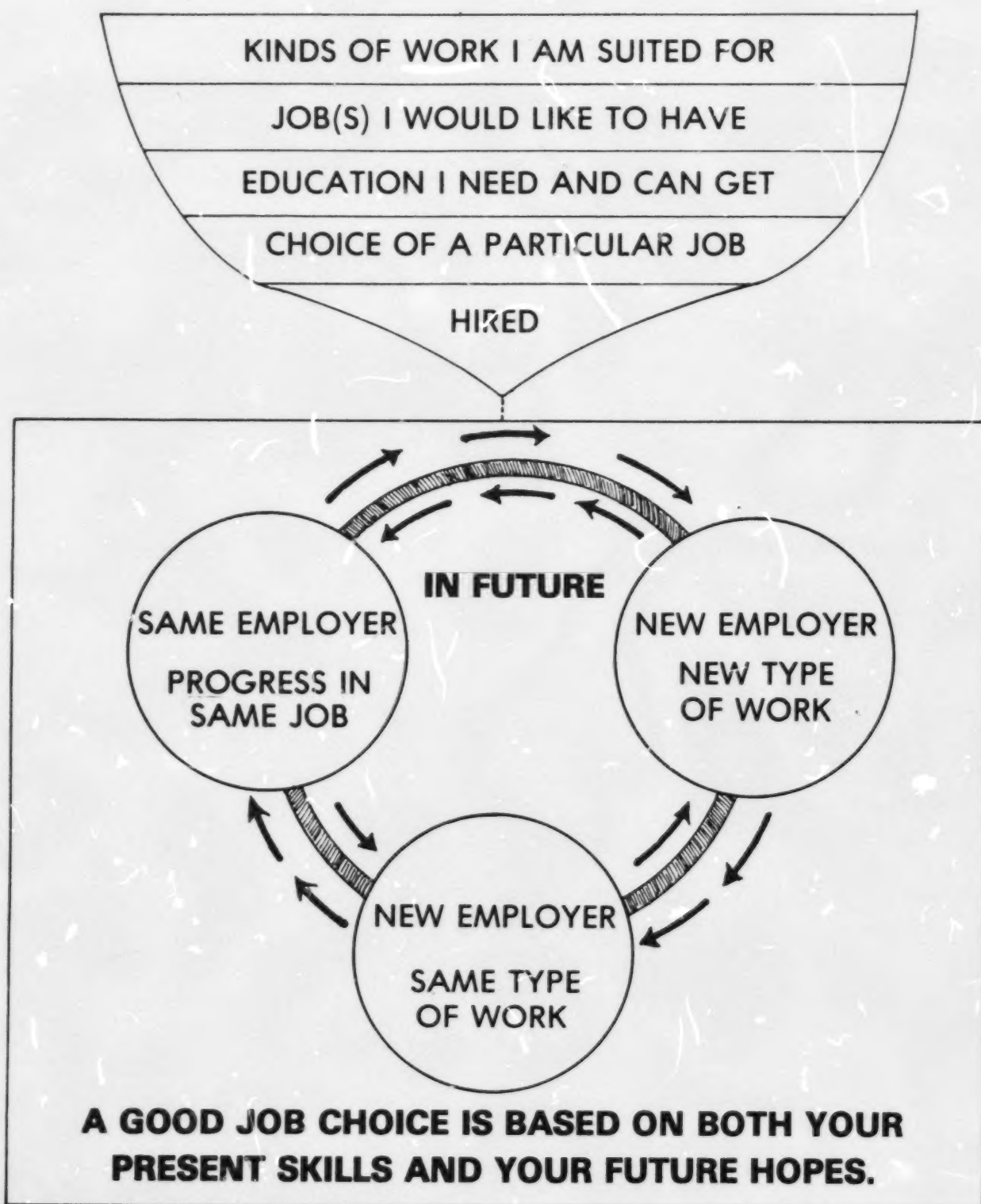
Student Activities:

1. Discuss items on Transparency Master 8.19 - Narrowing Down the Job Choice.
2. Discuss items on Transparency Master 8.20 - What to Consider in Choosing a Job.
3. Discuss Information Sheet 8.01 - Select a Goal.
4. Locate information sheets and assignment sheets teacher lists on chalk board.
5. Complete assignment.

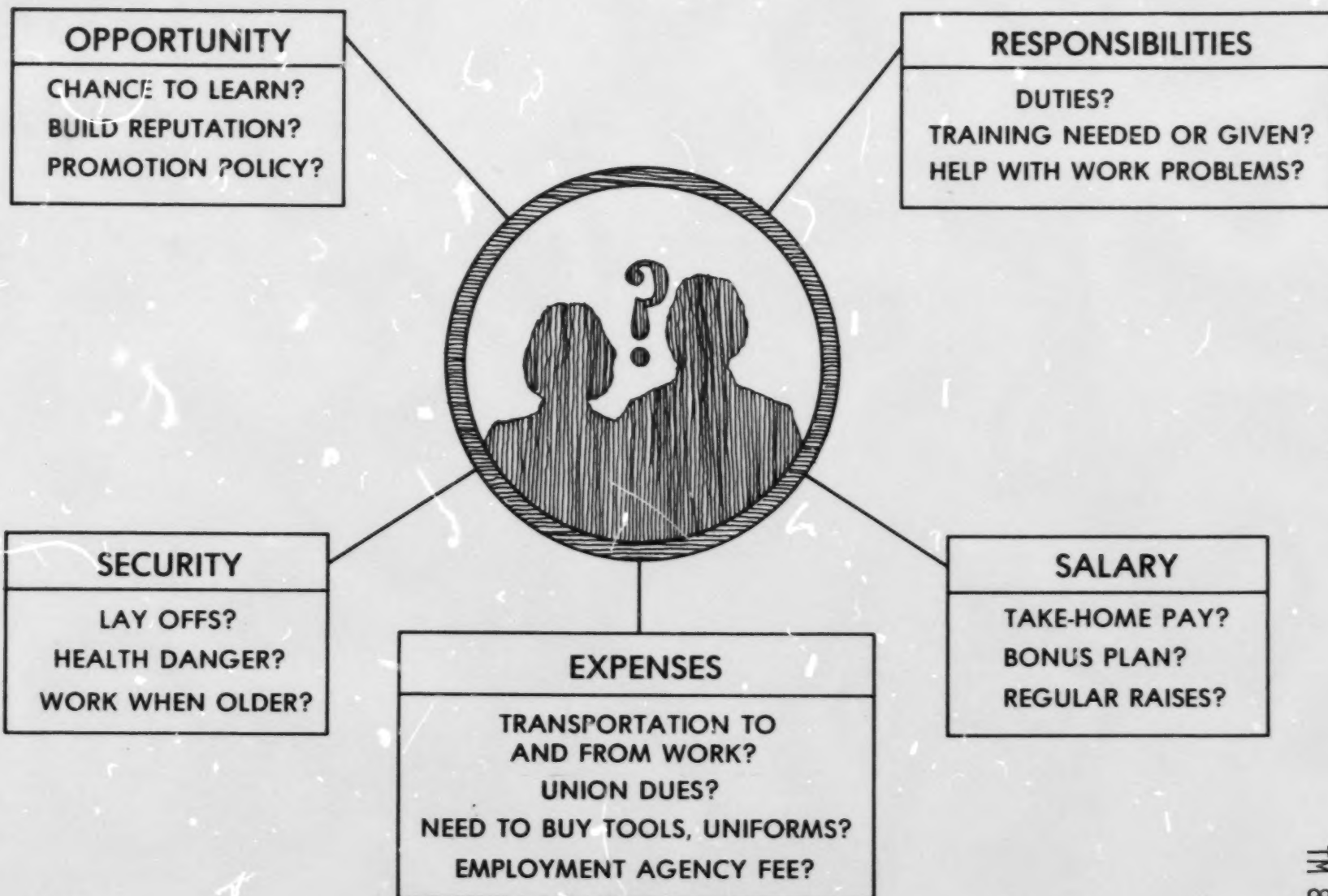
Assignment:

1. Select a career area.
2. Select a primary career goal.
3. Select three (3) alternative career goals.
4. Present in writing by next class period.

Narrowing Down the Job Choice



WHAT TO CONSIDER IN CHOOSING A JOB



CAREERS IN MARKETING

INFORMATION SHEET 8.01

Select a Goal

At this time you need to find out what is important to you. You know the basic needs and what could make you happy; now you need to set a goal.

Your goal may be changed when you discover that you have chosen the wrong one--this happens. Be realistic when setting your goal. Consider what you are capable of doing.

If you listed on a sheet of paper all the things that are important to you and on another sheet of paper all the things you do that are unimportant to you, you would soon discover that you (as many of us do) waste a lot of your time doing things that are really unimportant to you.

The person who is really successful and reaches his or her goals has a plan to eliminate spending time on unimportant things. The happiest people are those with a plan or goal, who are trying to accomplish something.

Have you ever heard any or all of the following statements?

- a. "I don't know what I want to do."
- b. "They are prejudiced."
- c. "I can't go to college."
- d. "The good jobs are gone."
- e. "Nobody cares about me."
- f. "They won't hire you without experience."

The above are only a few examples of negative statements from people who have no goals or plans for a career. You must realize that you will probably start at the bottom of the ladder and work your way up.

Joining the Armed Services is an example. You enlist as a private and as your training passes you are promoted up the ladder as far as your ability will take you.

Remember:

- a. Be realistic when selecting a goal.
- b. Don't waste time on unimportant tasks--work toward your goal.
- c. Get all the training you can.

CAREERS IN MARKETING

LESSON PLAN #9

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

- 1.09 Identify the competencies, including attitudes and personality traits, needed for success in their chosen occupation.
- 1.10 Summarize the education and training needed, future employment outlooks, current employment opportunities, wages, mental and physical requirements needed in their chosen career, and advantages and disadvantages of the career.

Resources:

- 1. Transparency Master 9.01 - Facts About Jobs
- 2. Transparency Master 9.02 - What the Job Offers You
- 3. Transparency Master 9.03 - Working Conditions
- 4. Transparency Master 9.04 - About the Field of Work
- 5. Assignment Sheet 9.01 - Career Information
- 6. Assignment Sheet 9.02 - Attitudes and Personality Traits

Teacher Activities:

- 1. Discuss previous assignment to ascertain that all students have now established career goals. Make arrangements to assist those students who may have encountered difficulty.
- 2. Display Transparency Masters 9.01 through 9.04.
- 3. Discuss items listed on Transparency Masters.
- 4. Distribute Assignment Sheets 9.01 and 9.02.
- 5. Discuss how to use these assignment sheets in beginning research for career information.
- 6. Make assignment--allow two class periods for research.

Student Activities:

- 1. Discuss items on transparency masters. Be certain all terms are understood.
- 2. Look over Assignment Sheets 9.01 and 9.02 to be certain the information is clear.

Assignment: Students will prepare a written report regarding primary career choice covering the information called for on Assignment Sheets 9.01 and 9.02. Students have two class days to research and prepare this written report on their career choice.

CAREERS IN MARKETING

ASSIGNMENT SHEET 9.01

Career Information

Instructions: Using your occupational choice, fill in the information in each section.

1. Job description (D.O.T., etc.)
2. Job duties
 - a. Nature of work
 - b. Stocking--inventory, for example
3. Job requirements--specific skills needed (typing, driving, etc.)
4. Educational requirements
 - a. High school
 - b. College
 - c. Other
5. Physical and mental requirements
 - a. Age
 - b. Strength
 - c. Long hours on feet
 - d. Math
6. Training requirements
 - a. Business indoctrination sessions
 - b. Business-sponsored training seminars
7. Work experience requirements
8. Working conditions and general job setting
 - a. Pleasant surroundings
 - b. Up-to-date equipment, etc.
 - c. Safety factors
 - d. Business location
9. Wages or salary anticipated

10. Advancement opportunities
 - a. Better job
 - b. Better pay
 - c. Relocation
11. Prospect of immediate employment
12. Employment outlook for the future
 - a. More employees in this field
 - b. Growing business or career field
 - c. New techniques
13. Disadvantages of this type of career
14. Advantages of this type of career

105

CAREERS IN MARKETING

ASSIGNMENT SHEET 9.02

Attitudes and Personality Traits Useful to My Career

Instructions: Describe in a few words how the development of these traits can be useful to your career.

1. Sociability:
2. Courtesy:
3. Cooperativeness:
4. Initiative:
5. Ambition:
6. Tact:
7. Enthusiasm:
8. Consideration:
9. Orderliness:
10. Honesty:

100

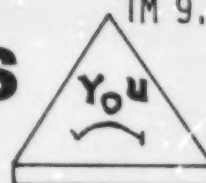
11. Dependability:
12. Self-confidence:
13. Loyalty:
14. Adaptability:
15. Judgment:
16. Thoroughness:
17. Persistence:
18. Patience:
19. Punctuality:
20. Respect for work:

107

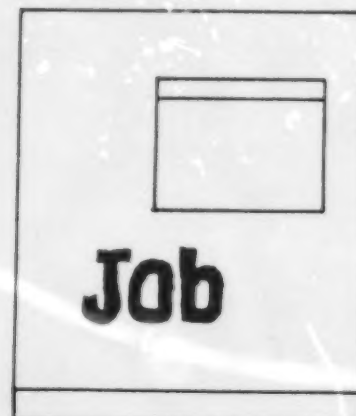
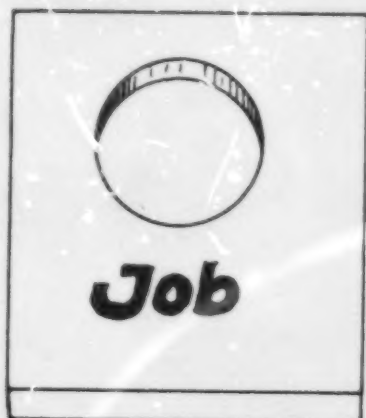


FACTS ABOUT JOBS

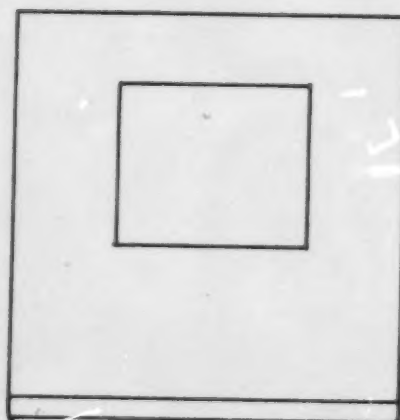
TM 9.01



YOUR QUALIFICATIONS AND THE JOB:



1. What special abilities does the job call for?
2. What education or training does the job call for?
3. Will you need a special license or certificate?
4. Will you be expected to join a union?
5. Which personality traits are most helpful for this job?



WHAT THE JOB OFFERS YOU:

1. Does this job call for you to make use of your special qualities?
2. Will the job give you personal satisfaction?
3. Is the salary adequate?
4. Would you be provided with sick benefits, retirement, regular vacations and other extra advantages?
5. Are the chances for promotion good?
6. Are there opportunities for travel or study in this job?
7. Will the experience on the job help you to get a better job later?



WORKING CONDITIONS

1. Will the job require you to meet the public?
2. Will you be working by yourself?
3. Will you be doing mostly physical work that requires little thought?
4. Will the work be physically tiring?
5. Does the work have variety?
6. Would you be required to make important decisions?
7. Will the work be chiefly indoors?
8. Will the work involve any hazards to your health or safety?
9. Is the work area noisy, dirty or otherwise undesirable?
10. Will your hours of work be regular?
11. Will you have to be out of town or away from home much of the time?
12. What special advantage does this job have to offer?

ABOUT THE FIELD OF WORK:

1. What are the opportunities for your sex in this field?
2. Are jobs available in your local community?
3. Do jobs in this field have periods of lay-offs or reduced hours?
4. Is there a large turnover in this type of job?
5. What does the future look like in this job-
increasing or decreasing demand for workers
in this occupation?



CAREERS IN MARKETING

LESSON PLAN #10

Time for Lesson: 55 minutes

Objectives: After completion of Lesson #11, students should be able to:

- 1.11 Prepare a job progression chart showing entry level positions, promotional steps and salary possibilities of each position.

Resources:

1. Teacher Reference Sheet 10.01 - Job Progression
2. Transparency Master 10.01 - Transportation and Hardware
3. Transparency Master 10.02 - Recreation and Home Furnishings
4. Transparency Master 10.03 - Hotel-Motel and Apparel and Accessories
5. Transparency Master 10.04 - Food Distribution and Food Services

Teacher Activities:

1. Lecture over Transparency Masters 10.01 through 10.04.
 - A. Examples of how to prepare a job progression chart.
 - B. Remind students of sources where information can be found.
 - C. Bring out the fact that personal interview information is very helpful.
2. Make assignment:
 - A. List information needed on chalk board.
 - B. Oral instructions.

Student Activities:

1. Observe examples on Transparency Masters.
2. Take notes on assignment.

Assignment:

1. Student will interview someone in their career goal field to obtain the following information:

- A. Entry level position
- B. Promotional levels
- C. Expected wages at each level

- 2. Information is to be collected by next class period.
- 3. If business person is not available, student can rely on written documentation from reading sources.

113

CAREERS IN MARKETING

TEACHER REFERENCE SHEET 10.01

Job Progression

TRANSPORTATION SERVICES JOB PROGRESSION

Clerk Earnings	Wage range: \$2.60-\$3.86 an hour. Supervisors and managers can make more.
Transportation Manager Earnings	\$8,000-\$25,000 or more, depending on the size of operation. Median \$11,000-\$12,000.
Managers, Industrial Traffic Earnings	Trainees: to \$8,000. Experienced managers average \$15,000-\$30,000; in very large companies, \$40,000. Salary determined partly by employer's transportation costs.
Routeman Earnings	Most are paid salary plus commission. Start: retail routeman. \$100-\$150 a week. Wholesale: \$130-\$240.

Source: No. 7, OM/PM, *Careers in Marketing*, p. 117.

HARDWARE BUILDING MATERIALS, FARM AND GARDEN SUPPLIES JOB PROGRESSION

Farm Equipment Dealers Earnings	Vary with prosperity of area and ability of dealer. About \$20,000-\$25,000 average.
Receiving Clerk Earnings	Wage range: \$2.60-\$3.86 an hour. Supervisors and managers can make more.

Source: p. 106

114

RECREATION SERVICES JOB PROGRESSION

Cashiers Earnings

The salaries earned by beginning cashiers in routine jobs are often at or near the minimum wage required by State and Federal Laws.

Recreation Workers Earnings

Start: \$7,200-\$7,800
Experienced: \$8,500-\$10,000
Top: \$22,000

HOME FURNISHINGS SERVICES JOB PROGRESSION

Shipping & Receiving Clerks Earnings

Entry Level
Shipping and receiving clerks averaged \$3.07 an hour according to a 1970 Bureau of Labor Statistics survey covering 229 metropolitan areas.

Interior Decorator Earnings

Career Level
Beginning salaries ranged generally from \$75.00 to \$90.00 a week for art school or college graduates having formal training in interior design and decoration; some graduates of three or four year design schools received salaries of \$100. or more a week, according to limited data available.

Buyer Earnings

Executive trainees: \$6,300-\$7,500.
Experienced: \$9,000-\$14,000
Top: \$35,000 or more.

Source: p. 61

HOTEL-MOTEL SERVICES JOB PROGRESSION

Bellmen and Bell Captains Earnings

The location, size and type of hotel affect earnings of hotel workers. About one-half of all hotel workers are now covered by the Fair Labor Standards Act, A federal statute which sets minimum wages.

Motel Manager Trainees
Earnings

Hotel Manager Trainees who are graduates of specialized college programs start at yearly salaries ranging from \$8,000 to \$12,000 and are usually given periodic increases for the first year or two.

Hotel and Motel Workers
Earnings

Vary by location, size and type hotel or motel. About one-half of all workers covered by minimum wage law. Tips are a large part of earnings in some jobs.

APPAREL AND ACCESSORIES JOB PROGRESSION

Display Workers Entry Level
Earnings

Helpers without college training: \$4,000-\$4,500. Designers in training: \$4,500-\$5,500. Experienced: \$8,000 and up. Directors: \$10,000 and up.

Clerks, Shipping, Receiving
and Stock
Earnings

Range: \$92.00-\$140.00 a week.
Supervisors make more.

Salesperson
Earnings

Start \$1.60 or more an hour.
Experienced people may get \$3.00 or more an hour. Some stores pay salary plus commission.

Source: p. 44

FOOD DISTRIBUTION AND FOOD SERVICES JOB PROGRESSION

Waiters and Waitresses
Earnings

Entry Level
Because most waiters and waitresses receive tips from the guests they serve, as well as wages paid by their employers, estimating average weekly earnings is difficult. Wages generally are lower than in other occupations, and the amount received in tips is usually somewhat greater than wages.

Busboy or Busgirl
Earnings

The location, size and type of
restaurant affect earnings of
restaurant workers.

Waiters and waitresses	\$0.82-\$2.15
Busboys and busgirls	\$1.01-\$2.26
Dishwashers	\$1.32-\$2.60
Pantry workers	\$1.46-\$3.33
Assistant cooks	\$1.47-\$3.86
Porters	\$1.48-\$2.60
Kitchen helpers	\$1.53-\$3.20
Cashiers	\$1.57-\$2.47
Checkers	\$1.57-\$2.73

Food Store
Earnings

Vary according to location and size
of store. Average: about \$2.54 an
hour. Range: Baggers - \$1.60,
Checkers - \$3.60.

Source: p. 92

TRANSPORTATION SERVICES JOB PROGRESSION

MANAGEMENT LEVEL			
CLAIMS MANAGER		REGIONAL SALES MANAGER	
COMPANY SALES MANAGER		TRAFFIC MANAGER	
DELIVERY MANAGER		TRANSPORTATION MANAGER	
OWNER			
CAREER LEVEL			
CLAIMS CLERK	RESERVATION CLERK	STEWARD	
INFORMATION CLERK	SALESMAN	STEWARDESS	
RAILWAY CONDUCTOR	SHIPPING CLERK	TICKET SELLER	
RATE CLERK	STATION AGENT	TRAFFIC CLERK	
ENTRY LEVEL			
CLERK	DRIVER	FREIGHT HANDLER	STOCK CLERK

**HARDWARE, BUILDING MATERIALS,
FARM AND GARDEN SUPPLIES
JOB PROGRESSION**

MANAGEMENT LEVEL		
DEPARTMENT BUYER	PRODUCT MANAGER	
DEPARTMENT MANAGER	SALES MANAGER	
GENERAL MANAGER	STORE MANAGER	
OWNER	STORE REPRESENTATIVE	
CAREER LEVEL		
FIELD MAN	OUTSIDE SALESMAN	SALESMAN
ENTRY LEVEL		
MARKING CLERK	SALES CLERK	
ORDER PICKER	STOCK CLERK	
RECEIVING CLERK	TRUCK DRIVER	

RECREATION SERVICES JOB PROGRESSION

MANAGEMENT LEVEL		
MANAGER	RECREATION WORKER	OWNER
CAREER LEVEL		
JOB TITLES WILL VARY WITH THE TYPE OF BUSINESS AND ITS SIZE		
ENTRY LEVEL		
CASHIER	EQUIPMENT OPERATOR	TICKET SELLER
CLEAN-UP WORKER	GUARD	USHER
CLERICAL	OPERATOR'S HELPER	

HOME FURNISHINGS SERVICES JOB PROGRESSION

MANAGEMENT LEVEL	
BUYER	QUALITY-CONTROL MANAGER
MANAGER	SALES MANAGER
OWNER	SUPERVISOR
PACKAGING MANAGER	TRAFFIC MANAGER
	WAREHOUSE MANAGER
CAREER LEVEL	
ADJUSTER SALESMAN	HOME FURNISHINGS COUNSELOR
ASSISTANT INTERIOR DECORATOR	INTERIOR DECORATOR
CLAIMS CLERK	SENIOR SALESMAN
ENTRY LEVEL	
DELIVERY CLERK	SALESPERSON
MARKING CLERK	SALES TRAINEE
ORDER PICKER	SHIPPING CLERK
RECEIVING CLERK	WAREHOUSEMAN

HOTEL-MOTEL SERVICES JOB PROGRESSION

MANAGEMENT LEVEL		
CREDIT MANAGER	FRONT OFFICE MANAGER	PUBLIC RELATIONS MANAGER
EXECUTIVE HOUSEKEEPER	GENERAL MANAGER	SALES MANAGER
FLOOR SERVICE MANAGER	MAINTENANCE MANAGER	SUPERINTENDENT OF LOBBY SERVICE
FOOD SERVICE MANAGER	OWNER	
CAREER LEVEL		
ASSISTANT HOUSEKEEPER		RACK CLERK
BELL CAPTAIN		RESERVATION CLERK
FLOOR CLERK		ROOM CLERK
MAIL CLERK		
ENTRY LEVEL		
BELLBOY		ELEVATOR STARTER
DOORMAN		KEY CLERK
ELEVATOR OPERATOR		MAID

APPAREL AND ACCESSORIES JOB PROGRESSION

MANAGEMENT LEVEL		
BOUTIQUE MANAGER	OWNER	
BUYER	MANAGER	
DISPLAY MANAGER	DISPLAY MANAGER	
HEAD OF STOCK		
CAREER LEVEL		
ASSISTANT BUYER	DISPLAY PERSON	SALESMAN
BRIDAL CONSULTANT	FASHION COORDINATOR	
ENTRY LEVEL		
DISPLAY CLERK	RECEIVING CLERK	STOCKCLERK
DISPLAY ASSISTANT	SALESPERSON	WRAPPER AND PACKER
MARKING CLERK	SALES TRAINEE	

FOOD DISTRIBUTION AND FOOD SERVICES JOB PROGRESSION

MANAGEMENT LEVEL

ASSISTANT STORE MANAGER
DIETITIAN AND MENU PLANNER
GENERAL MERCHANDISE MANAGER

MANAGER
OWNER
PURCHASING AGENT
STORE SUPERVISOR

CAREER LEVEL

APPRAISER-ESTIMATOR
ASSISTANT MANAGER
CASHIER
COUNTER SUPERVISOR
DEPARTMENT MANAGER OR BUYER

FOOD CHECKER
HEAD CHECKER
HEAD WAITER OR WAITRESS
HOST OR HOSTESS
SALESMAN

ENTRY LEVEL

APPRENTICE
BUS BOY OR GIRL
CARRY-OUT BOY
CHECKER

FOUNTAIN WORKER
KITCHEN HELPER
PRODUCE DISPLAY CLERK
RECEIVING CLERK

STOCK BOY
STOCK HELPER
WAITER
WAITRESS
WRAPPER

CAREERS IN MARKETING

LESSON PLAN #11

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

- 1.11 Prepare a job progression chart showing entry level positions, promotional steps and salary possibilities of each position. (continued)

Resources:

1. Collected information as per student assignment.
2. Transparency Masters from Lesson Plan #10 or review.

Teacher Activities:

1. By oral means determine whether all students have completed previous assignment to collect information.
2. Use Lesson Plan #10 Transparency Masters as review, discussing variations.
3. Instruct students to begin construction of their graph or chart.

Student Activities:

1. Bring to class collected information as per assignment.
2. Take part in review discussion of graph or chart design.
3. Construct graph or chart showing entry level positions, promotional steps and expected salaries at each position.

Assignment: Construction of job progression graph or chart.

CAREERS IN MARKETING

LESSON PLAN #12

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

- 1.12 Compare their aptitudes as identified in aptitude tests to their career choice.

Resources:

1. Student personal file folder containing the various hand-outs and tests with information compiled to date.
2. Assignment Sheet 12.01 - Profile Comparison
3. Key to Assignment Sheet 12.01

Teacher Activities:

1. Check to see that each student has brought file folder.
2. Distribute Assignment Sheet 12.01 - Profile Comparison.
3. Go over the instructions with the students to be certain students understand where to find the information and how to mark the sheet.
4. Students should complete the first eight sections in time for some discussion of facts derived from the profile comparisons.
5. Explain section IX on Assignment Sheet 12.01.

Student Activities:

1. Have the file folder with collected information.
2. Read instructions on Assignment Sheet 12.01.
3. Complete Assignment Sheet 12.01.

Assignment: After finishing I through VIII on Assignment Sheet 12.01, complete part IX by the beginning of the next class period.

CAREERS IN MARKETING

ASSIGNMENT SHEET 12.01

Profile Comparison

Instructions: Using information that you have compiled in previous handouts, surveys, tests, etc., complete the following comparison profile. Place a check mark in those areas that best describe you in the column at the left. (You may want to check more than one item in some of the categories.) Then, go to the right-hand column and check those items that best fit the information you have collected with regard to your career choice.

PERSONAL PROFILE

I would prefer to work with--

- ☐ people
- ☐ things
- ☐ ideas
- ☐ people & things
- ☐ people & ideas
- ☐ things & ideas
- ☐ people, things & ideas

I. ENVIRONMENT (you prefer)

- ☐ indoors
- ☐ outdoors
- ☐ sitting at a desk
- ☐ standing (most of the time)
- ☐ moving about
- ☐ a quiet place
- ☐ moderate bustle
- ☐ great amount of noise does not bother

II. WORK PERIOD

- ☐ less than 8 hours a day
- ☐ more than 8 hours a day
- ☐ 8 hours a day
- ☐ 40 hours a week
- ☐ less than 40 hours a week
- ☐ overtime wanted
- ☐ at least 2-week paid vacation
- Other _____

CAREER CHOICE PROFILE

This career deals mostly with--

- ☐ people
- ☐ things
- ☐ ideas
- ☐ people & things
- ☐ people & ideas
- ☐ things & ideas
- ☐ people, things & ideas

I. ENVIRONMENT (of the work)

- ☐ indoors
- ☐ outdoors
- ☐ sitting at a desk
- ☐ a great deal of standing
- ☐ walking or moving a great deal
- ☐ a quiet place
- ☐ moderate bustle
- ☐ high level of noise in whole area

II. WORK PERIOD

- ☐ less than 8 hours a day
- ☐ more than 8 hours a day
- ☐ 8 hours a day
- ☐ 40 hours a week
- ☐ less than 40 hours a week
- ☐ overtime provided
- ☐ at least 2-week paid vacation
- Other _____

PERSONAL PROFILE

III. SALARY EXPECTATIONS

\$ _____ per hour
 \$ _____ per week
 \$ _____ per month
 \$ _____ annually

IV. OPPORTUNITIES

Salary increase

_____ annual _____ semi-annual _____ quarterly

Position advancement or promotion

_____ seniority privileges
 _____ supervisory
 _____ managerial
 _____ administrative
 _____ present community
 _____ within same state
 _____ completely new locale
 _____ relocation periodically

V. PREPARATION

_____ immediate employment
 _____ willing to do in-service training
 _____ have work experience in this field
 _____ post-secondary training program anticipated
 _____ will attend two-year college
 _____ will obtain college degree

VI. PERSONAL APTITUDES

Physical:

1. muscle strength
 _____ good _____ fair _____ poor
2. stamina
 _____ much _____ little
3. health
 _____ good _____ fair _____ poor
4. disabilities or handicaps (list)

CAREER CHOICE PROFILE

III. SALARY EXPECTATIONS

\$ _____ per hour
 \$ _____ per week
 \$ _____ per month
 \$ _____ annually

IV. OPPORTUNITIES

Salary increase

_____ annual _____ semi-annual _____ quarterly

Position advancement or promotion

_____ seniority privileges
 _____ supervisory
 _____ managerial
 _____ administrative
 _____ local community
 _____ within same state
 _____ different region
 _____ relocation with promotion

V. PREPARATION

_____ no training needed
 _____ provide in-service training
 _____ work experience necessary
 _____ post-secondary training, needed
 _____ some college required
 _____ college degree required

VI. PERSONAL APTITUDES

Physical:

1. muscle strength needed
 _____ good _____ fair _____ little
2. stamina needed
 _____ much _____ little
3. health
 _____ good _____ fair
4. disabilities or handicaps
 _____ none allowed
 _____ minor allowed

PERSONAL PROFILE

Mental:

1. verbal communication
 excellent fair poor
2. written communication, understanding
 excellent fair poor
3. written communication, writing
 excellent fair poor
4. numerical skill
 excellent fair poor
5. logical reasoning
 excellent fair poor

Talents:

1. manual dexterity of hands and fingers
 excellent fair poor
2. mechanical ability (such as typing)

3. clerical (speed & accuracy with details, names, number, etc.) list

4. artistic, (list specific)

5. leadership abilities
 excellent good poor
6. other specific talents not listed:

CAREER CHOICE PROFILE

Mental:

1. verbal communication
 excellent fair poor
2. written communication, understanding
 excellent fair poor
3. written communication, writing
 excellent fair poor
4. numerical skill
 excellent fair poor
5. logical reasoning
 very necessary not necessary

Talents:

1. manual dexterity
 high degree lesser degree
2. mechanical requirements (list)

3. clerical requirements (list)

4. artistic (list specific)

5. leadership abilities
 much needed little needed
6. other specific talents not listed:

PERSONAL PROFILE

VII. ENTRY LEVEL JOBS

List two you might qualify for now:

1. _____
2. _____

List others you might qualify for by end of this school year:

1. _____

CAREER CHOICE PROFILE

VII. ENTRY LEVEL JOBS

List those available in this career:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

VIII. MAIN ADVANTAGES OF THIS CAREER

1. _____
2. _____
3. _____

VIII. MAIN DISADVANTAGES OF THIS CAREER

1. _____
2. _____
3. _____

IX. Write a brief paragraph telling why or why not you feel this is a good career choice for you based on the information shown in this comparison profile.

Write a brief paragraph telling which entry level position you feel you are best qualified for and give your reasons for this choice based on the information shown by this profile.

CAREERS IN MARKETING

ASSIGNMENT SHEET KEY 12.01

Teacher should examine the two concluding paragraphs of Section IX of Assignment Sheet 12.01 to see that the student has made the correct inferences from data compared in Section I through Section VII:

1. In evaluating the first paragraph, the teacher should ask the question: "Is the defense or rejection of the career choice backed up by the profiles?"
2. In evaluating the second paragraph, the teacher should again check the data in the profiles.

CAREERS IN MARKETING

LESSON PLAN #13

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

- 1.13 Explain why their chosen career is an honorable and respectable profession.
- 1.14 Describe how careers provide social-psychological rewards as well as economic rewards.

Resources:

- 1. Information Sheet 13.01 - Let's Ask the Question, "Why Work?"
- 2. Transparency Master 13.01 - Why Work?
- 3. Information Sheet 13.02 - \$150 a Day at Sixteen
- 4. Assignment Sheet 13.01 - Why Do We Work?
- 5. Assignment Sheet 13.01 Key

Teacher Activities:

- 1. Lead brainstorming on why working is honorable and respectable.
- 2. Pass out Information Sheet 13.01 - Let's Ask the Question, "Why Work?"
- 3. Direct students to take a few minutes to read it.
- 4. Use Transparency Master 13.01 in discussion of Information Sheet 13.01.
- 5. Distribute Information Sheet 13.02 - \$150 a Day at Sixteen.
- 6. Discuss Information Sheet 13.02.
- 7. Distribute Assignment Sheet 13.01 - Why Do We Work?
- 8. Check answers and discuss.

Student Activities:

1. Brainstorm on why working is honorable and respectable.
2. Read Information Sheet 13.01.
3. Discuss with teacher Information Sheet 13.01.
4. View Transparency Master 13.01 - Why Work?
5. Read Information Sheet 13.02.
6. Complete Assignment Sheet 13.01.
7. Go over answers.

Assignment: None

CAREERS IN MARKETING

INFORMATION SHEET 13.01

Let's Ask the Question, "Why Work?"

The three major reasons for working remain money, self-fulfillment and doing your share.

You want and need things during your lifetime in order to live. Food, shelter and clothing are considered the needs of life. Anything that you do not need but want, such as a swimming pool, is considered a want or luxury.

Some people do things in life for which they receive no pay and some very wealthy people work for little pay. Why do they do this? Service to others, doing something for others or just doing their fair share may provide some of the answers. These people become self-satisfied or fulfilled by serving others and seeing what they have done.

There is another reason within ourselves for working and it is doing what we want to do. If we find the right job or career, we can be ourselves and do the work that fits us. However, the right work is not all joy. Sometimes we must take the bad with the good, but finding the right career will almost give us 98% satisfaction.

CAREERS IN MARKETING

INFORMATION SHEET 13.02

\$150 a Day at Sixteen

Here's a question for every young person, 15 to 17 years old. How would you like a job that pays \$150 a day? That's \$3250 a month. Not bad. You might work really hard for that kind of money even though you do not like what you are doing. Millions of Americans are doing the same thing, working at a job that they do not like but stay because it pays well. Most persons earn less than \$150 a day.

Today, when students leave home to go to school, the cost averages to about \$130 a day. That's right, \$130 a day is about what is spent per student, considering what he or she will earn in a lifetime.

Here are some figures on what you could earn with different levels of education:

Per Lifetime

High School Graduate	- \$285,000
Non-High School Graduate	- \$175,000
Four Years of College	- \$425,000

CAREERS IN MARKETING

ASSIGNMENT SHEET 13.01

Why Do We Work?

Answer by encircling "T" for true and "F" for false.

- | | | | |
|---|---|-----|---|
| T | F | 1. | As an adult, you will be identified by the kind of work you do. |
| T | F | 2. | We measure our worth by our job success. |
| T | F | 3. | You should always discuss with friends and employers of other companies the complaints you have about your boss. |
| T | F | 4. | On the average, women work 35 years. |
| T | F | 5. | Involvement in successful work helps to create a mentally healthy person. |
| T | F | 6. | Most people work only for money. |
| T | F | 7. | Young people are not disturbed by lack of occupational identity. |
| T | F | 8. | We work to earn a living. Our way of life is determined by this work we do. |
| T | F | 9. | A necessity in life is sometimes an automobile. |
| T | F | 10. | You must give a full day's work if you expect a full day's pay. |
| T | F | 11. | Setting a realistic goal is the only way young people can find an identity. |
| T | F | 12. | The average number of years a boy can expect to work is 35. |
| T | F | 13. | Success on their first job is a casualty of many young workers. |
| T | F | 14. | There are more than 120,000 kinds of jobs. |
| T | F | 15. | By the time they are 16, young people have set realistic goals for themselves. |
| T | F | 16. | Gaining identity as a worker by getting work experience is an important factor to guide you in choosing a career. |

- T F 17. Overall satisfaction with life is not influenced by the way you feel about your work.
- T F 18. To purchase goods and services during your lifetime you will need \$250,000.
- T F 19. Many young people do not know what their father or mother does for a living.
- T F 20. Your work, regardless of whether it is directly or indirectly responsible, must make money for your employer so she or he can in turn pay your salary.
- T F 21. Some people prefer less money and to be of service to other people when it comes to job satisfaction.
- T F 22. Careers that offer steady employment now most certainly will offer security 20 years from now.
- T F 23. Working alone offers you less recognition than working with other people.
- T F 24. Accepting less pay to start, with training and the possibility of advancement later, can be a good choice for a young person.
- T F 25. A prestigious, glamorous low-paying job is considered by many more important than a higher paying job.

CAREERS IN MARKETING

ASSIGNMENT SHEET 13.01 KEY

1. T
2. T
3. F
4. F
5. T
6. F
7. F
8. T
9. T
10. T
11. T
12. F
13. T
14. F
15. F
16. T
17. F
18. T
19. T
20. T
21. T
22. F
23. T
24. T
25. T

WHY WORK?

ECONOMIC REASONS

SOCIAL REASONS

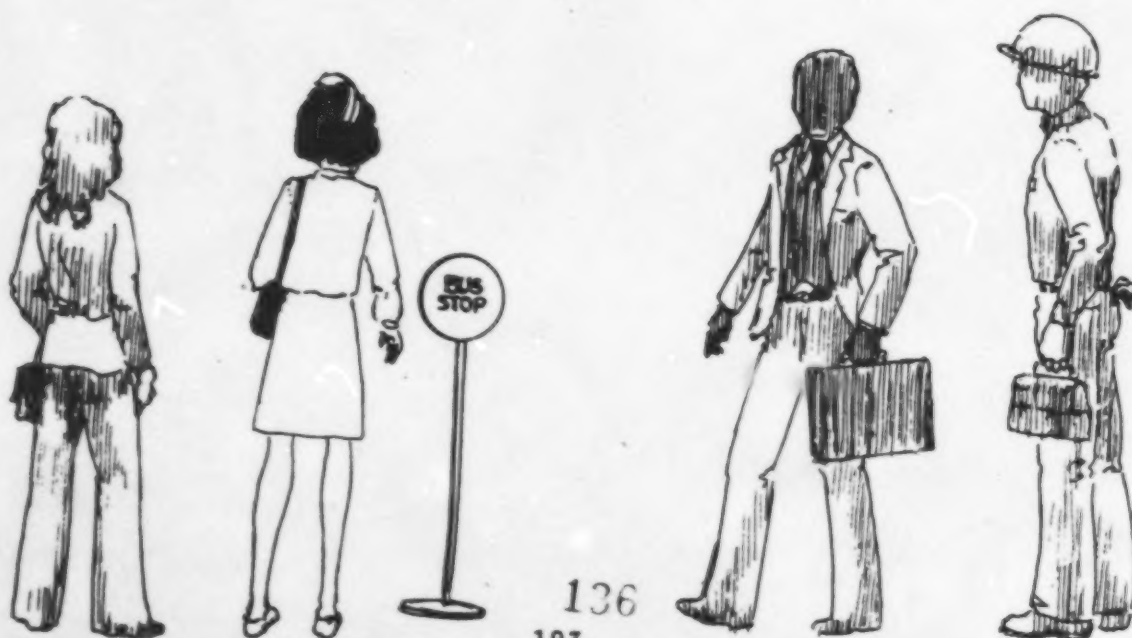
PSYCHOLOGICAL REASONS

WORK CAN BE . . .

A WAY TO LEARN,

A MEANS OF HELPING OTHERS,

A SOURCE OF PERSONAL SATISFACTION



CAREERS IN MARKETING

LESSON PLAN #14

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

- 1.15 Describe how working in one type of business helps a person pursue a career in another business.
- 1.16 Explain why the process of career planning is life-long.

Resources:

- 1. Information Sheet 14.01 - Strike Three and You're Out
- 2. Information Sheet 14.02 - Reasons Why Workers Need to Continue Their Education and Training
- 3. Information Sheet 14.03 - Plan Your Career for a Life-time
- 4. Transparency Master 14.01 - 20,000 Different Types of Employment

Teacher Activities:

- 1. Divide class into small groups for brainstorming session on why or how working in one type of retail business helps a career in another business.
- 2. Bring students back into large groups and have the monitor give some of what he or she considers to be the best reasons.
- 3. Distribute Information Sheet 14.01 - Strike Three and You're Out.
- 4. Instruct students to read Information Sheet 14.01.
- 5. Discuss items that lead to success in the world of work, such as:
 - A. Correct strategy
 - B. Working long hours
- 6. Display Transparency Master 14.01 - 20,000 Different Types of Employment.
- 7. Lead off discussion with question, "Why is the process of career planning life-long?"

8. Distribute Information Sheet 14.02 - Reasons Why . . .
9. Teacher and students read this together. Discuss various points where applicable.
10. Distribute Information Sheet 14.03 - Plan Your Career for a Lifetime.
11. Students should read Information Sheet 14.03.
12. Group discussion on Information Sheet 14.03.

Student Activities:

1. Participate in small group discussion and large group discussion on how working in one type of retail business will help a career in another business.
2. Read Information Sheet 14.01.
3. Participate in discussion of Information Sheet 14.01.
4. Read and discuss as a group participant Information Sheet 14.02.
5. Read Information Sheet 14.03.

Assignment: None

CAREERS IN MARKETING

INFORMATION SHEET 14.01

Strike Three and You're Out

Baseball players are remembered for home runs, triples, doubles and how many singles they have, not how many times they have struck out. This means success when you hit, failure when you strike out. The same is true when you plan a career. Somewhere you won't make the right decision; however, if you plan and choose carefully you will succeed in the career you choose.

Years ago inventors such as Eli Whitney, Thomas Edison and Ben Franklin put in many hours of work only to be disappointed. But their ideas and long hours of work were successful in the long run as we now have cotton gins and electric lights.

The opportunities exist for young people today as they did years ago. It is estimated that 80% of the jobs available twenty years from now are not now named. This means the jobs haven't been invented yet.

Set your goals and work toward them. After you achieve a goal, set a new one to work toward. Remember, do not set your goals so high as to not be able to reach them; be realistic.

CAREERS IN MARKETING

INFORMATION SHEET 14.02

Reasons Why Workers Need to Continue Their Education and Training

Education is a lifelong process. Job competency is obtainable through several ways: on-the-job training, public and private institutions, educational departments within some companies and correspondence courses.

Below are some reasons for continued education:

- A. Retraining in your present position
- B. Increased performance
- C. New occupation
- D. Advancement
- E. Jobs that require specialized training
- F. Money; jobs that require a college education usually pay more than jobs that do not require a college education
- G. Jobs that do not require additional training are decreasing each year
- H. Highly skilled technical jobs are increasing year by year

CAREERS IN MARKETING

INFORMATION SHEET 14.03

Plan Your Career for a Lifetime

Since your career will probably be the most important factor in your identity, it is paramount to decide what is important to you and what you want out of a job. Each of us wants different things; money, happiness, etc.

Many people fall into a job and stay for life simply because they have not established a goal or career for themselves.

GOALS

Reaching a goal does not necessarily mean staying there for a lifetime. It is possible to reach a goal in life and then select another goal to work toward. For example, an accountant may have as his or her goal the job of controller. When that goal is reached he or she may very well select another goal, that of being vice-president of the company.

Goals sometimes change due to technological advances. These should be considered when selecting a career. As we grow and mature our goals change. Your goals at age seventeen or eighteen will change as you grow older. At age 30 you will be a different person than you are today, because of your changing goals. We all must make changes in our growth to fulfillment.

**THERE ARE ABOUT
20,000
DIFFERENT TYPES
OF EMPLOYMENT**

IN AMERICA TODAY

AND

**THE JOB SITUATION
CONTINUES TO CHANGE
RAPIDLY**

CAREERS IN MARKETING

LESSON PLAN #15

Time for lesson: 55 minutes

Objective: The assessment is to provide a measurable learning experience for both the students and teacher.

Resources: Post-assessment - Careers In Marketing Unit.

Teacher Activities:

1. Distribute post-assessment.
2. Collect post-assessment and discuss each question.
3. Have students bring their individual files containing all materials for Careers in Marketing Unit.

Student Activities:

1. Complete post-assessment.
2. Discuss post-assessment.

Assignment: None

CAREERS IN MARKETING

POST-ASSESSMENT

Multiple Choice

- ___ 1. When you choose an occupation, you may be having to make decisions that will affect the rest of your life. An example of the decision you will be making is:
 - a. Determining your standard of living.
 - b. Determining your friends and associates.
 - c. Determining the amount of leisure time you will have.
 - d. All of the above.
- ___ 2. A librarian should have an aptitude for working with:
 - a. People.
 - b. Data.
 - c. Things.
 - d. All of the above.
- ___ 3. Which of the following is not considered a distributive occupation?
 - a. Reservations clerk in a hotel.
 - b. Checker in a food store.
 - c. Service station attendant.
 - d. Stenographer.
- ___ 4. Continuing education is important because:
 - a. We are always preparing for a new occupation.
 - b. We always receive raises when we further our training.
 - c. Workers need to keep up with technological and business changes to advance in their jobs and continue to contribute to society.
 - d. The number of jobs for those with no training is increasing every year.

True or False

- T F 1. A job is a course of continued progress.
- T F 2. The occupation you choose may determine your health.
- T F 3. A self-analysis includes discovering your own aptitudes, interests, values and abilities.
- T F 4. The three types of aptitudes found in distributive occupations are aptitudes for data, numbers and things.
- T F 5. Only your present skills and desires should be taken into consideration when you make a job choice.
- T F 6. Job goals are steadfast and should not be changed when we realize we don't have the ability to reach them.
- T F 7. Distributive education provides for training at the entry, career and management levels.
- T F 8. A job progression chart shows entry level positions, promotional steps, salary possibilities and vacation benefits.
- T F 9. For ultimate happiness in our career, our personal aptitudes should be closely related to the aptitudes required in our career choice.
- T F 10. Self-fulfillment in our career choices enriches our lives and makes them more worthwhile.
- T F 11. Self-fulfillment work is effortless and without problems year-in and year-out.
- T F 12. Once we have reached our career goal we should settle back and not strive for any further advancement.
- T F 13. Some career goals are made obsolete by technology.
- T F 14. Feeling our jobs has contributed to society contributes to making it important for us.

1. Distinguish between a career and a job.

2. Describe how careers provide social/psychological rewards,
as well as economic rewards.

CAREERS IN MARKETING

POST-ASSESSMENT KEY

Multiple Choice

1. D
2. D
3. D
4. C

True or False

1. F
2. T
3. T
4. F
5. F
6. F
7. T
8. F
9. T
10. T
11. F
12. F
13. T
14. T

CAREERS IN MARKETING

LESSON PLAN #16

Time for Lesson: Teacher must use own judgment as to how long is necessary to allow students class time to work on the unit evaluation of this unit. It would be suggested that perhaps no more than two days be used for in-class work and that the project be completed outside of regular class time.

Objective: To give the instructions for completing the unit evaluation for the Careers in Marketing Unit.

Resources:

1. All information compiled during daily work on this unit
2. Student's completed Assignment Sheets 9.01 and 9.02
3. Unit Evaluation Instructions
4. Unit Evaluation Key

Teacher Activities:

1. Refer students to Assignment Sheets 9.01 and 9.02 as containing the information that it will be necessary to present in their completed project.
2. Instructions should be given as to individual teacher preference of the form or style in which this project is to be written.
3. Give any other detailed information the teacher feels is helpful or needed so that student can complete the project.
4. Set date for completion of project.

Student Activities:

1. Student is responsible for having available all materials and information supplied during this unit of study.
2. Complete written project report by the date set by the teacher.

Careers in Marketing Evaluation:

1. Satisfactory completion of written post-assessment.
2. Written project report.

CAREERS IN MARKETING

UNIT EVALUATION INSTRUCTIONS

The student will write a project report covering his or her activities involved in selecting a career, establishing a career goal, and comparing or matching his or her personal aptitudes, abilities, needs, etc. to the various requirements of the occupational choice.

CAREERS IN MARKETING

UNIT EVALUATION KEY

The following are suggested criteria for evaluating the student project report. The student must include information pertaining to the following areas listed in Assignment Sheets 9.01 and 9.02:

CAREER COMPETENCIES AND REQUIREMENTS (All of these should be covered in the report.)

1. Job description
2. Job duties
3. Job requirements
4. Educational requirements
5. Physical requirements
6. Training requirements
7. Work experience
8. Work conditions and job setting
9. Wages or salary expected
10. Advancement opportunities
11. Prospect for employment
12. Employment outlook for future
13. Advantages and disadvantages

ATTITUDES AND PERSONALITY TRAITS NEEDED FOR THIS CAREER (Student should identify only those that pertain to his or her career choice.)

- | | |
|------------------|----------------------|
| 1. Sociability | 11. Dependability |
| 2. Courteousness | 12. Self-confidence |
| 3. Initiative | 13. Loyalty |
| 4. Ambition | 14. Adaptability |
| 5. Tact | 15. Judgment |
| 6. Cooperation | 16. Persistence |
| 7. Enthusiasm | 17. Patience |
| 8. Consideration | 18. Punctuality |
| 9. Orderliness | 19. Respect for work |
| 10. Honesty | 20. Thoroughness |

After the student has matched or compared his or her interests and aptitudes with the career competency requirement, the final paragraph could reflect the advantages and disadvantages of this career area as the student's career choice.